

# SCHOLASTIC COACH

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# AMERICAN SPORTS



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# Here Below

**W**E'VE heard all sorts of nice things about the values of football in wartime. But you could have bowled us over with a 4F halfback, the other day, when we came across a wonderful testimonial in *New Ways of War*, by Tom Wintringham.

We just weren't prepared for it. For Wintringham is a famous English military expert who, as far as we knew, didn't know the difference between a cross-buck and a happy dollar. Yet in his book, which he wrote in 1939 as a protest against the moth-eaten British training program, he pleads for the inclusion of American football in the physical training of soldiers! We quote:

"For the open air physical exercise that (military) drill gives, I would substitute a certain amount of football; particularly the training of men in games of the type to which they are not accustomed. Most men know either Association or Rugby football; we should teach them Northern Union and American rules; the American game has more points of resemblance to war than any other that I know."

Mr. Wintringham also espouses the cause of swimming, as witness:

"There are plenty of other ways, besides drill, to give men exercise. Because of their efficiency against tanks, water obstacles — such as rivers and canals — are of greater importance in modern war than they used to be. Why on earth are not all regular troops good swimmers, so that they can cross such obstacles without cumbrous boats or pontoons?"

Touche!

**T**HE pigskin gremlins must be grunting with glee these days. Perverse fellows, they delight in the vagaries of the prolate spheroid. And this is an open season on vagaries.

Who, a year ago, would have conjured Fordham, Stanford and Alabama without football teams? And

Rochester, North Texas Agricultural and Tufts with powerhouses?

The Navy giveth and the Navy taketh away—that is the answer. In any light, the Navy has redistributed the country's grid talent with a generous and carefree hand. Perhaps too carefree.

As we pointed out in "Coaches' Corner," they've stranded a couple of fellows on some embarrassing shores. Take Cleo Calcagni, for instance. The U. of Pennsylvania boys were nice enough to elect Cal captain for 1943. So the Navy ships him far above Cayuga's waters to Cornell—Penn's pet anathema! Cal will hold the line for Cornell, all right, but will his heart be in it?

And imagine a loyal Johnny Harvard breaking his neck for Yale! But that's just what Wayne Johnson, the 1942 Crimson fullback, did this year. How is he going to explain those "Y" and "H" sweaters to his grandchildren?

**T**IS indeed a lamentable situation. Think of the poor cheering sections. How can they scream "Give 'em the ax, the ax, the ax!" when five of the visitors were on the home team last year? And how can they implore their tackles to die for dear old Siwash after they've played six years for the Green Bay Packers?

It's downright embarrassing. What spiritual nourishment can one offer in this situation? Here is the answer. The 1943 all-America cheer song. It's yours absolutely free for two ends and a kicker.

*Breka co-ax, co-ax, co-ax  
The other team owns our backs  
But we've their ends and center  
And a four-time all-pro gent-a  
Racket-y-rax and fight! fight! fight!  
ONE of our boys gotta do something  
right!  
Siwash! Siwash! Siwash!*

#### Dear Draft Board:

The A.A.U. has sent me a bulletin describing a rather diabolical plot to

make every American citizen a healthy person, because: "Nearly 40 percent of our draftees were rejected as unfit for military service, and a majority of those accepted were physically soft and did not possess skills necessary for self-protection. It is estimated that 50 percent of our armed forces, when inducted, cannot swim well enough to save their lives, and lack the strength, agility and endurance to jump ditches, scale walls, throw missiles and stand up under forced marches." And so on.

Then the gradings of the various year groups are listed. I looked under "over 35" and found out that I would be a terrific asset to the armed forces if I could do six or eight athletic things. That is, if I could put the 12-lb. shot 32 ft., run a mile in seven minutes, high jump 3 ft. 6 in., throw a baseball 150 ft., run and walk a mile in 10 minutes, broad jump 13 ft., sprint 100 yds. in 14.5 seconds, and dash 120 yds. over five hurdles in 19 seconds. Here is my report.

As you and the OPA probably know, my house is exactly one mile from the railroad station, so I started with the run-and-walk-a-mile-in-10-minutes business yesterday morning. I was the essence of confidence as I started out. My watches had been checked with the radio and on the dot of eight o'clock, I slithered off the porch and began the trek.

Dripping wet, tired and disillusioned I missed the 8:14 by six minutes. While waiting for the 8:41, I borrowed a baseball from a sunbathing baby. There were no cars on Main Street, so I stood dead center, took aim at the grocery store exactly 150 feet away, and drew back my right arm. The ball bounced harmlessly in front of the bank, 94 feet away, and I haven't been able to lift my typing finger all day.

When I got home I tried the high jump trick. The fence barring the way to the house next door is the required 3-6. I had one of the kids hold the dining room door open, got a good running start and took off with a scissors kick, just like Osborne and Spitz and Steers. I still say I hit the top inch, but witnesses from across the street say that I landed on my face because I hit the fence a foot from the bottom.

I tried to go along with you fellows on the other stunts, but even in our cluttered attic I couldn't find a 12-lb. shot, nor five hurdles. As soon as I get out of bed I will do the sprint, run the mile, and let you know. I sincerely hope that this information is what you and the A.A.U. need.

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N. Y. Daily Mirror

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# SCHOLASTIC COACH

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SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications, and all correspondence concerning subscriptions and circulation to SCHOLASTIC COACH, 220 East 42nd Street, New York 17, N. Y.  
G. Herbert McCracken, publisher.

Subscription for the United States and Canada, \$1.50 a year. Foreign \$2. Back issues: 25 cents, current volume; 50 cents, previous volumes.

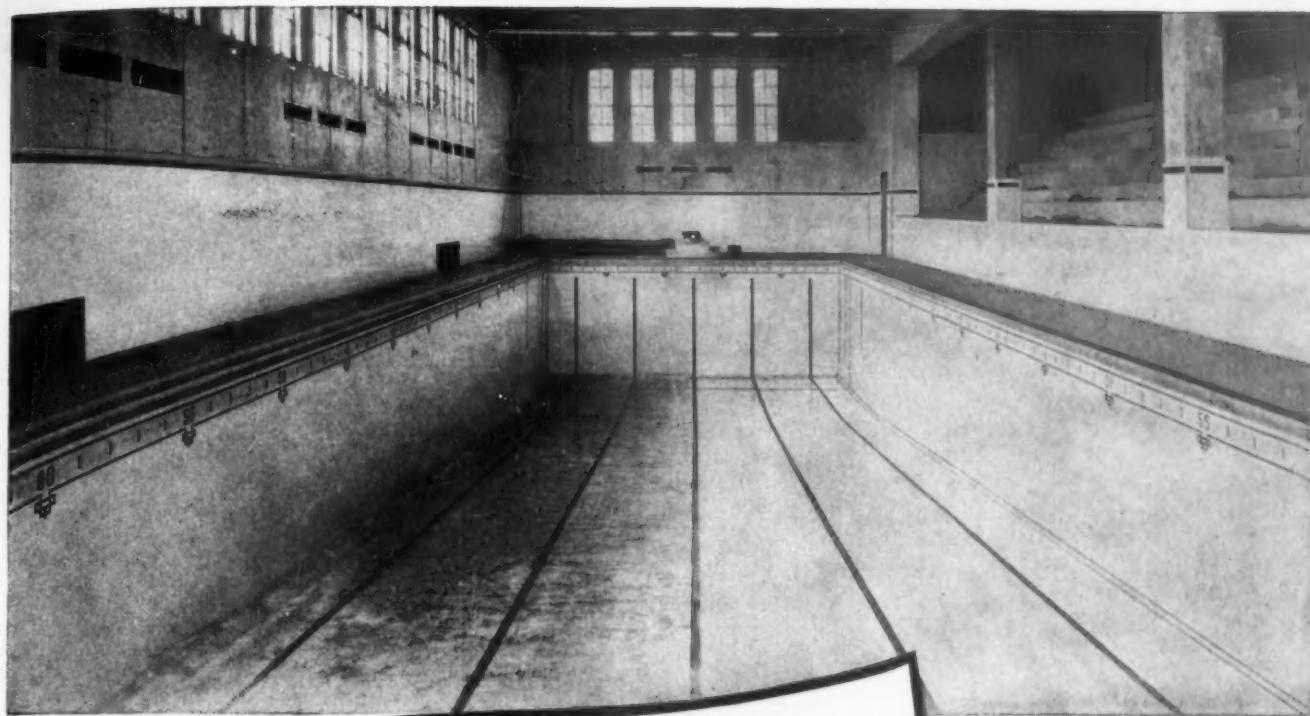
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## THE NEW COACH . . . On the Home Front

An important war job for the wives and mothers of America

UNTIL NOW, no American mother, as she tucked her little boy into his crib, has had to face the frightening thought that some day he would have to be a soldier. Our mothers have been spared that fear.

But today our women are sisters to the mothers in militarized foreign lands. War has come upon us. The sons, brothers and husbands of millions of American women are now, or soon will be, fighting soldiers of America—*fighters for freedom*.

And the men of other millions of our women are busy, or soon will be, producing the materials of war for our fighting men.

Now, with America determined to *fight to the death* for the things we hold dear, we cannot neglect these *human machines* upon which we depend for victory.

America's fighters must be *made* and *kept* physically fit for a winning fight against enemies who have lived and trained for war since childhood.

And this is where the patriotic women of America—women made of just as sturdy stuff as any women in the world, can do another important job for victory, and for postwar progress.

We need a Coach in every home where a boy is approaching military age. A coach, with a mother's love, to inspire this youth. To keep him playing your rugged American sports, which develop



the strength, the skills and agilities that will assure him a better chance to win—and to come home from the war with a sound mind in a sound body.

The boy who can run a little swifter—who can leap into a foxhole or trench a fraction of a second quicker—whose hands and feet and brain work a split-second faster—will be a more competent and resourceful fighter because of that greater agility. In America's competitive sports—on our sandlots and on our school, college and university playfields, he can get this priceless training. See that he gets it.

We need a Coach in every home where there are *war-workers* and *civilian workers* on the Home Front. A Coach with a mother's deep interest—a wife's love—to keep these indispensable men exercising—playing their golf, tennis, badminton, softball, volley ball; doing their calisthenics, taking walks, gardening, etc. They, too, must be kept strong for the job ahead of us during the war and *after* the war.

We need a Coach in every home where there are growing daughters—a Mother-Coach. She must see that they develop the health and vitality—through regular exercise—that America's women must have to meet the problems of the war and the postwar age.

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**NOTE TO COACHES:** The above message is part of our nation-wide drive to sell ALL of America on the importance of America's sports to the physical fitness of our people in every branch of the war effort and the postwar effort. L. B. Icely, President.

# KICK IT WHERE YOU WANT IT

By LeRoy N. Mills

LeRoy N. Mills has been dead five years, but his theories of kicking keep growing in popularity. He was among the first to recognize the potentialities of the kicking game, and a better kicking teacher never lived. A lawyer by profession, he made punt-teaching his hobby. For more than 30 years he passed his weekends educating schoolboy toes. He carried his theories to Penn, Yale, Army, Dartmouth, Princeton, Notre Dame, Northwestern, and Navy, among others. His book, "Kicking the American Football," appeared in 1931 and still is the bible on kicking. In September, 1937, he wrote this splendid article for "Scholastic Coach." Because of the many new football coaches this year whose memory of the man and his theories are vague, we take pleasure in reprinting this piece.

**K**ICKING a football looks and it really is simple, if it is understood and a few simple fundamentals are mastered. One cannot build a house by starting with the attic. This really is what has been done in the past by most kickers and their coaches and that is why kicking as a whole is so inaccurate and generally used as a last resort.

The average distance of defensive kicking is 30 yards from the scrimmage line. The average runback is about 10 yards, making a net kick of 20 yards. The average amount of kicking per game is 12 punts per team, which means a total runback of 120 yards, or 20 yards over the length of the field. Now, if one side gives this handicap in a game and the other side does not, the latter should win, if it is playing

in its class. If the latter team has a trained kicker who can control his kick as to direction and "kick 'em where they ain't," not only does it neutralize this handicap, but a real deciding advantage follows.

The spot quick kick should air-carry at least 35 yards from scrimmage line. It is unexpected and aimed at a predetermined and undefended spot, to which the kicker's end can arrive in time, and the safety man cannot. If properly kicked, it has a roll of at least 25

yards, or a net 60 yards of gain in position. The ball game generally commences at the 30-yard line, to where the ball is usually run back on the kick-off. Sixty yards from this point is inside the opponents' 10-yard line. The great advantage of this position is too apparent to need discussion and the whole game is then and there affected by the kicking side's strategic position.

Before teaching a beginner how to kick, it is wise to bear in mind and explain the following axiomatic facts:

(a) Kicking can be reduced to its two simplest factors, i. e., the ball and the kicker.

(b) The football is the only game ball that is not round and the only ball, therefore, that has two main axes; thus the only ball that can become an end-over-end or a spiral.

(c) The kicker is the only athlete who is obliged to do his work under pressure while standing on one foot and therefore requires a better balance than any other.

(d) The spiral punt or pass by the right-footed kicker, passer or center rotates from right to left, and of course, from left to right for the left-footed kicker, center or the passer.

(e) There is no one who is naturally balanced perfectly, whether on two legs or one.

(f) The balance foot of the kicker points to some degree to the left of the right-footed kicker, and this causes a drift of the ball in these directions, because the right foot pulls over in the kicking to the left.

The following few simple fundamentals underlie all types of kicking as well as most other athletic skills. They are in their general order:

**Balance.** No one is perfectly balanced. Most people are overbalanced backwards.

This back balance is what causes the loss of roll and even a backward roll at times, due to the pull, or drive given the kick. Whenever the kicking foot ends up back of the balance foot, this is evidence of



**Top:** Holding the ball for punting, with the right hand under and the left hand in front. The left merely steadies the ball and is the hand to be removed first as the ball is lowered to the foot. **Left Center:** The white line, painted along the under seam, aids in placing the ball properly in the right hand. The ball should be placed so that this seam runs directly along the line of the middle finger. **Right Center:** The actual placement of the right hand on the ball. Kickers should get used to adjusting the ball quickly in the right hand. **Bottom:** The ball as it fits on the instep for the end-over-end punt (perfectly balanced).



that backward pull. All right-footed kickers naturally pull to the left, causing the ball to drift to the left. This must be understood and allowance made to correct it by aiming as much to the right as the kicker naturally pulls to the left. This is why most goals are missed to the left, and attempted right-hand coffin corner kicks result in touchbacks. The left foot, in the case of the right-footed kicker, is the aiming and balance foot, and controls direction. It should always be pointed at the spot you wish the ball to go. The left-hand coffin corner is the easiest corner of the field for the right-footed kicker to kick into, because of his natural stance and the fact that his left foot will point into that corner; and the right hand, holding the ball, will point likewise. That is why the left-footed kicker is more valuable for right-hand coffin corner work. He is "a natural" to that corner. Of course, proper allowances should be made for the left or right pull, as the case may be, and for any adverse wind conditions. If a right-footed kicker punting toward the

right side knows that he pulls the ball five yards to the left on a fifty yard kick, he should naturally aim five yards to the right of the five-yard side-line point so as to go out of bounds at the five-yard line.

**Holding and aiming the ball.** The football acts like a projectile. It is pointed and shaped like one. Just chalk an arrow on the upper point of the ball so you can aim it. Balance the ball, lacing up, in your right hand, middle finger under the lower middle seam, so that the ball will respond to the movement of the middle finger if you wish it pointed up or down, right or left. Up and down for the high or low kick, and right or left for its direction. Get used to adjusting the ball quickly in your right hand; then as you kick, place the left hand over the front of the ball just to steady it. As the ball is lowered to the foot, the left hand comes off, but the ball still remains properly balanced and aimed so that it can be dropped without change of position to the kicking foot. The ball is dropped simply by withdrawing the hand from under it. Holding the ball this way your kick should never be blocked, for you can change this kick

into a pass or run up to the instant of lowering it down to your foot. This method of holding is the real safe way for the running kick when used on the return kick of punt or kickoff. By this method of holding the ball, the kicker can produce the kind of punt he wishes and control its height and direction at will. Aim the ball at a fixed visible target in order to get accurate direction.

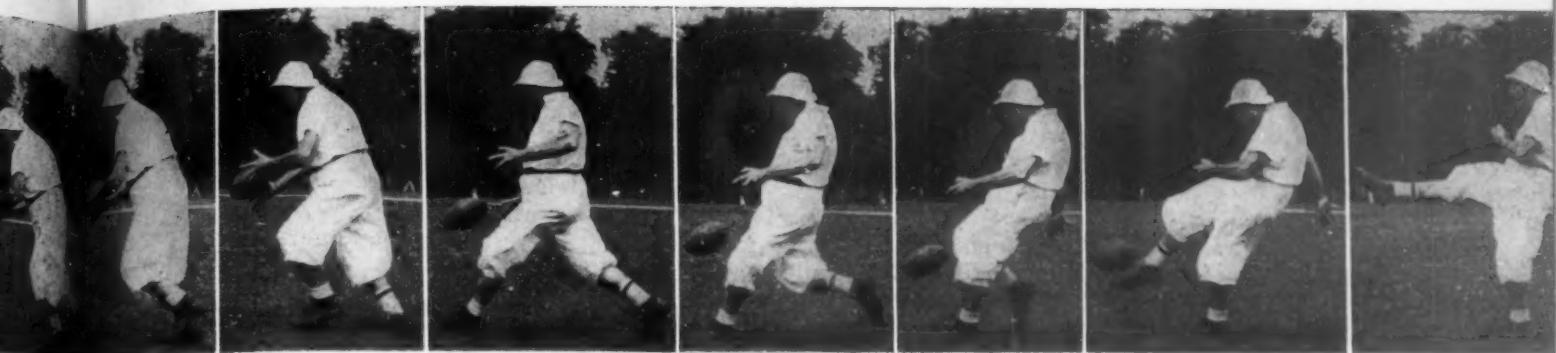
**Eye on the ball.** This is a necessary thing in all ball games. Trying to look at something else while kicking a football has lost many games. You must do all your looking at the goal post, your targets, or your opponents before you actually kick. Practice until it is second nature for you to look at the ball while kicking, no matter what happens.

**Follow-through.** It is the follow-through, and not brute force or leg drive, that makes for distance, and accurate kicking. The ball is simply and easily dropped from the hand to the foot in position for the type of kick desired, already aimed, and then the foot contacts the ball without smashing it, and in proper timing. The length of the follow-through determines the distance of the kick. The swiftness of the follow-through controls the speed of the kick.

**Timing** is the sixth sense, if a football man may be permitted this

**SPOT KICK TO LEFT:** The instant he receives the snap, the kicker takes a quick, final glance at the position of the defense, and then goes ahead with his kick, never again looking up. "Trying to look at something else while kicking has lost many games," Mills always warned. The apparent extreme lean of the body in the last picture is a camera exaggeration, due to angle from which pictures were taken.





little scientific leeway. If you lack timing completely you cannot become an accurate kicker. Your ability to dance, sing, carry rhythms, play golf or tennis all indicate that you have some timing. Don't worry, most all of us have timing which can be improved. Only about one out of a thousand are born without any timing sense but very few of us are timed so well that we do not need constant practice to improve it in kicking. The lack of timing in a kicker is as fatal as color blindness would be to a railroad engineer. The real difference between such stars as "Babe" Ruth, William Tilden, Robert Jones, "Red" Grange and we ordinary people is only in such simple things as natural timing, balance and coordination. I believe from my experience that most any boy can become a pretty good kicker if he has the ambition to be one and the will to work. No one will get more out of anything than what he is willing to put in. You should first know yourself and your faults.

We classify kicks into the following groups:

(a) Punts; ends-over-ends and spirals

Used for quick kicks, coffin corner, running and multiple kicks.

(b) Drop kicks and place kicks; all ends-over-ends

Used for points after touchdowns, goals, and kickoffs.

(c) Multiple kicks, generally ends-over-ends.

(d) Running kicks; ends-over-ends or spirals.

The punt is the act of kicking the ball dropped from the hand. To be a really effective weapon, the punt should be unindicated, preferably a quick kick on an early down and in the early quarters of the game. It should be of low trajectory, placed where the safety man is not, should roll out of bounds if kicked from a 60 yard distance; otherwise it should roll into the 10-yard side-line zone and stop. A coffin corner kick does the most damage. The defense on an early down should be drawn over to the side of the field so as to leave the side to be kicked into open and with the wind, if any. The kicker should not carry the ball or block on the preceding play. He should be careful not to pull his kick by falling backwards while kicking so that his kicking foot ends up in back of his balance foot. He should not leap off the ground while kicking and should take no more than a step or a step and a half, and if possible, should have his balance foot solidly on the ground when

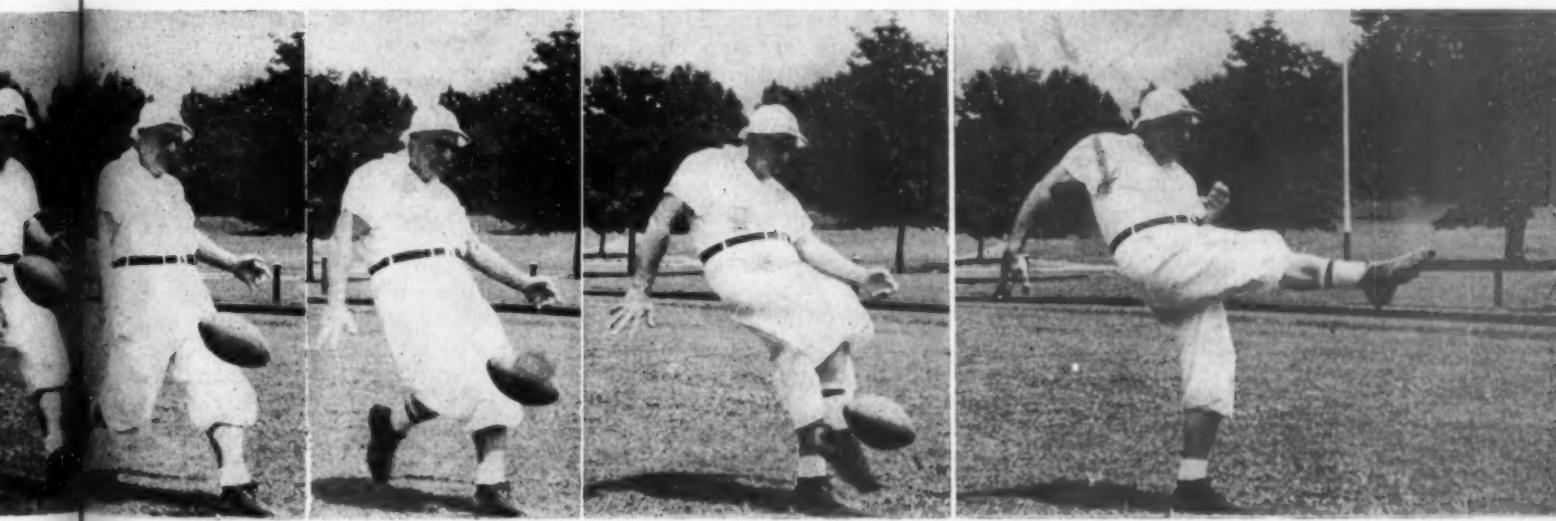
**QUICK KICK:** This kick is best executed by taking one step back with the kicking foot, then a step back with the balance foot to bring it back of the other. Aim the balance foot at the target. The center should snap the ball when the heel of this foot meets the ground. It is kicked, therefore, before the opponents can break through—they must stay put on the scrimmage line until the ball is snapped.

kicking. The ball should be aimed at a predetermined target, outside the playing field and aimed to the right or left of this target to compensate for the individual's natural pull or draw. The end-over-end kick is obtained by contacting the under middle seam of the ball with the middle of the instep of the kicking foot. The spiral is obtained by contacting the ball so that the middle of the foot really bisects the under seam of the ball. With a right-footed kicker the ball should be pointing to the left and with a left-footed kicker to the right. Therefore, the natural coffin corner for the right-footed kicker is the left one.

#### Place Kicking

In place kicking the ball-holder should receive ball and aim it for the kicker by using crossed lines on the ground, one for direction and the other for place of kick. The center should get the ball into the holder's or kicker's hands for place kick, punt or drop kick with the lacing facing up. This he can do by

(Concluded on page 37)



# From Coaching School Notebooks

**Paul Brown**

Reported by Gale W. Fisher  
Boone, Iowa, High School

MANY of the coaches who attended the Coaching School and Officials' Clinic of the Iowa High School Athletic Association came prepared to hear Paul Brown reveal the mystifying technique with which he works his coaching wonders.

They weren't disappointed, for Brown did reveal the "secret" of his success. But he offered no wonder formulae. His success, he insisted, is predicated on two ordinary things within the reach of every coach: (1) Hard work, and (2) concentrated organization.

The difference between college and high school coaching is a myth, Brown believes. He contends that organization and hard work, which won for his team at Massillon, are the identical factors which are making him a success at Ohio State.

In his work on organization, there are two rules he constantly stresses:

1. There is a right way to do everything; learn to do everything the right way every time.

2. Each man has a specific job to do. Learn to do it and cooperate with your partner.

Let's follow through a typical practice session with Brown and his squad. That's the rare chance we had at the coaching school, and one that should be shared with every coach in the country.

The boys arrive in the squad room on time. Punctuality is a major point. Never be late is the motto. The boys know, too, they must attend every practice. If injured, they still must report—unless the case is serious.

The boys have 30 minutes in which to get dressed. Then into a conference. First, Brown diagrams all new plays. Then they are explained. Next comes an explanation of what the workout for the day will include.

Every detail is written down by each boy in his personal notebook. Brown believes that in learning football, as in learning everything, a student can remember more if he writes everything down when he learns it.

After the regimen is explained to them, the boys start for the field. All have full equipment. They go out regardless of the weather. They warm up by jogging, then pair up. Each man takes two side tackles, two roll blocks, and two head-on tackles.

"Boys must be made speed-conscious by lots of sprinting," Brown says. "Our brand of football is based on speed—and that can be developed by constant work. So, each noon's workout starts with sprint races.

"In running, drive with the arms; keep the elbows in; make arm action synchronize with leg action; keep the hands half-clenched. Be a power runner. Get plenty of knee action in front of you.

"Work for form. Always start with your football stance. Never look around—it's the man ahead of you who counts here. Finish with a burst of speed—a burst that might carry you those precious few feet over the goal line."

### Calisthenic drill

Next comes about five to ten minutes of these strenuous calisthenics: Arm exercise; the push-up; bending and touching the toes; the "feet over the middle"—lying supine, bringing the feet up over the head with only the arms supporting the torso and then "running" with the toes in an arc; bicycling; the "knee insurance", or knee bend; kicking—first right, then left, as high as you can; the familiar "sailor" exercise, or jumping up, spreading the legs and clapping the hands over the head and then jumping back to position with arms at the sides and legs together; the arch-up on the toes; and the grass drill.

"Always come up running from everything you do lying down," is another idea of Brown's with which he keeps the boys "alive".

Brown then touched upon how to run signals.

"Run every play as though it were a game play—run every play 100 percent every time," is his main rule. "Visualize! See (in your mind) your opponent ahead of you, and carry out your block as though he were there. Split your openings so the ball-carrier will find them—as he must in a game."

"The center always should be

first into position to set up the huddle. The ball-carrier, after being tackled, always places the ball on the ground with his hand—he does not throw it.

"The quarterback should call the wheel when ready to turn around. Remember, concentrate above all on the rapidity of the first motion you make and on the starting signal in the signal drill. Unity and rhythm are necessary, and this is the place to get it!"

According to Brown, there are three basic types of blocks: the straight shoulder, the reverse body and the long body.

In the straight shoulder, the boy lines up with his hand directly below the shoulder in a straight line; the tail up, feet close for power; no weight on the hand to speak of. In short, the body is "coiled", ready to spring into action in a flash. Then, the charge—"Boom!" The arm lifts and becomes part of the body, the body ducks, and then comes the follow-up.

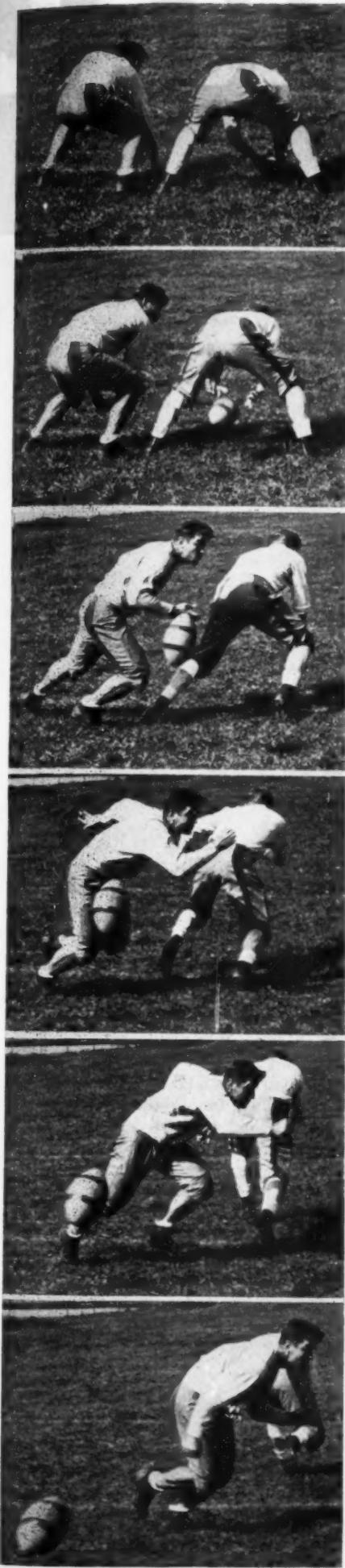
Remember, the initial move is a lunge forward. The arm can be used legally; the clenched fist is held tightly against the chest and the elbow is extended to deliver a blow. In the head duck, be sure that the head and body move together as a unit. The purpose of this block is to take your opponent two yards back and five yards laterally.

The reverse body block is used when you have position. The shoulder is thrown against the opponent's thigh and followed up with a leg whip. It is most important to sustain it and keep after the man!

The long body block is used when you do not have position. The rapidity with which this block is thrown is vital. To hesitate is to give the opponent time to get past you and render your attempts to stop him futile. Force is necessary in this block, as in all others, of course. Again—remember to keep after the man. Visualize and work to your ultimate position.

Coach Brown went on to theorize about tackling. The one thing he emphasized again and again was—when you tackle an opponent, tackle him so that he stays tackled! As he put it—"When I say hit your man—I want him hit!"

He urged daily practice on side tackling to get the young player



used to looking at an opponent's knees; to get him used to contact; to teach him to hit a man with full force with his shoulders; to cross in front of the opponent and let his own momentum help throw him. Squeeze hard, hang on, and make the man stop dead in his tracks when you hit him. "Remember, in a game we tackle anyway we can get our hands on an opponent."

Brown warned against pushing a man out of bounds or of just turning the body in a half-way tackle. "You may think you are going to push a man out of bounds and learn, to your sorrow, that you merely gave him a good push toward a touchdown run. He may be heavier than you, and you might be the one to go down under the impact. If you tackle a man—tackle him!"

The head-on tackle, Brown said, is taught first in slow motion. He teaches the squad members to look first, then advance slowly; then duck in the head and hit with the shoulder. Then—follow through. Lift the body and keep the legs driving until you have driven the man back. It's the follow through—and knowing how to do it right—that counts here.

In discussing post blocking, Coach Brown said: "Drive your head toward the middle of defensive man as rapidly as possible; swing your tail toward him as pressure is applied. The secret of this play is to stop the man's penetration and then cooperate with your partner. If the man gets by you, you have lost him, and you cannot aid your partner."

Brown followed those fundamentals with a brief talk on punting, which he called the most important play in football. Brown went over the positions and gave a brief outline of what each player should do on punts.

*Left ends—Bump end every time and then go down on the first wave.*

(Concluded on page 28)

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### THE PIVOT CROSSOVER

Demonstrated here is the pivot crossover method of pulling out of the line perfected by Jock Sutherland as an improvement on the step back employed by most coaches. Sutherland believed his linemen could pull out a split-second faster by pivoting on the rear foot and crossing over with the foot farthest removed from the direction of the drive. Coaches who try this method may find a green guard tripping over the center when pulling across him, or perhaps running into the pass. It may prove helpful, therefore, to slide the near foot a little back before crossing over and shooting across the center. The split-hair's delay will assure clearance.





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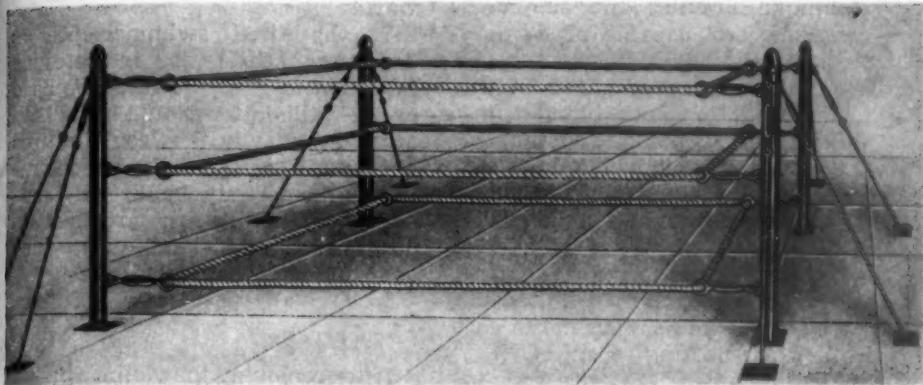
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Mr. Walsh, famous boxing instructor at the University of Wisconsin, acts as chief of our Advisory Staff on our mats and rings and as such has been technical advisor to our Production and Designing Departments for the past six years. On account of his unusual success as a coach, Mr. Walsh has become an authority on school boxing and quite naturally his interest also reverts to equipment.

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CAR

# LIFE-SAVING IN THE WAR-TIME AQUATIC PROGRAM

By Charles E. Silvia

This is the first of two articles on life-saving techniques, by Charles E. Silvia, director of aquatics at Springfield College.

**A** SWIMMING program is not complete without a course in life-saving. Every superior swimmer should be taught how to save life in the water.

At Springfield College, we prepare the prospective lifesaver for a wide variety of situations. The accent is on watermanship.

The essential life-saving skills are taught in this order: Non-Swimming Assists, Swimming Assists, Life-Saving Approaches, Watermanship Training (all of which will be covered in this article), Life-Saving Carries, Life-Saving Defensive Tactics, and Life-Saving Releases (which will be covered next month).

## Techniques of assists

**Non-Swimming Assists.** Many rescues can be made without swimming on the part of the rescuer. In fact, under certain conditions, the first thought of the rescuer should be how to make the rescue without swimming. One man on a light raft may find it possible to assist others who are nearby, but who, due to exhaustion, are unable to reach the raft. It may be that he can simply reach over the side and pull a shipmate to safety; or, by using some means of extension, such as a belt, trousers or shirt, or rope, likewise pull others to safety on the raft.

It is known that many drownings take place close to shore, particularly in surf. These accidents occur close enough to allow the rescuer to wade out chest-deep and by using a belt, trousers, shirt, or any other means of extension, pull the victim to safety.

The human chain may be used successfully for such rescues, particularly when the current is strong and where one man alone in chest-deep water would be in a precarious spot. If no other means of extension is available and the use of the human chain is advisable, it is recommended that the strongest swimmers venture into the surf, and that the poorer swimmers stay in shallow water. In addition, each member of the chain should be instructed to grasp the wrist of the man next to him to insure the strongest connection possible.

Of course, the use of extensions is effective only when the victim is conscious and in condition to cooperate with the rescuer.

**Swimming Assists.** Although non-swimming assists are safest, it is sometimes necessary to use some type of swimming assist. A swimming assist differs from a rescue technique in that the subject is conscious and capable of cooperation. It is advisable, however, for the rescuer to be prepared for any eventuality, and not blunder into the grasp of a panicky victim.

One very simple swimming assist is called "the novice assist," and it is just what the name implies. This is a method of assisting a poor swimmer for a short distance, say approximately sixty feet. Because most poor swimmers are not at ease in a back-floating position, it is better to render assistance by supporting the tired swimmer under the armpits or by the clothing.

The rescuer should not try to tow the tired swimmer, but should swim alongside, using the life-saving stroke. It is important to speak clearly and encouragingly to the tired swimmer, instructing him to breathe deeply, to keep his head up, to kick his legs, and to move his arms as in the swimming stroke. For a short distance, this method is practical, and its simplicity enables a mediocre swimmer who knows the techniques to assist a poor swimmer who is tired.

## Tired swimmer's carry

A widely known method of assisting a tired swimmer is the "tired swimmer's carry," which, when executed properly, is very effective. Its effectiveness is materially reduced, however, when the tired swimmer is not at home on his back, or is unfamiliar with what the rescuer expects him to do.

Many so-called swimmers have never mastered the fundamentals of breath control, and when one of them, as a tired swimmer, is instructed to put his head back, particularly in choppy water, he may get water up his nose and react rather suddenly, to the consternation of the rescuer. As the execution of this method in a swimming pool, where the water is reasonably smooth, is quite easy for both parties, there is a tendency to forget that such conditions do not

always exist out-of-doors.

To anticipate trouble, the rescuer should approach the tired swimmer slowly, observing his condition, and giving the first command, "Place your hands on my shoulders," while still moving forward. This tends to neutralize any tendency on the part of the tired swimmer to press downward.

If the tired swimmer presses down too heavily, or indicates an intention to grab the rescuer's head or neck, the latter should bring both arms up smartly between the tired swimmer's arms. This action removes the victim's hands very suddenly, and puts the rescuer in position for a two-hand push, which is an effective defensive measure.

## The rescue

After removing the victim's hands, the rescuer may place his hands against the other's shoulders and, continuing to kick, tell him what is expected of him. The second basic command of "Head back, spread your legs, arms straight" should be given clearly, and should be repeated to insure its being understood.

It is also necessary to know how to turn effectively. This may be done by hooking the left arm around the tired swimmer's right leg, or vice versa, to keep him in a horizontal position, and then turning sharply.

The use of an extension, such as trousers, shirt, belt, or anything similar, is a valuable aid in the swimming assists. A pair of inflated trousers may be particularly helpful if it is necessary to enter the water by jumping from a low height.

The trousers may be inflated by bringing them down onto the surface as one enters feet first. The rescuer then swims to the tired swimmer, holding the trousers in one hand. However, before allowing him to grasp the trousers, the rescuer reverses his direction and instructs the tired swimmer to take hold of the knots in the legs of the trousers, which help to support him. At the same time the tired swimmer is told to keep his head up, to breathe deeply, and to kick his legs, thus putting him into a swimming position and helping the rescuer.

If the victim is more than twenty yards away, the rescuer would do  
(Continued on page 18)



## **Tomorrow...a grimmer game**

• Yep . . . he handles that ball as if he'd been born with it in his hands. You put that skill in him . . . taught him *team* play . . . gave him an example of sincere and honest sportsmanship to follow. Those qualities win basketball games . . .

### **... AND THEY WIN WARS, TOO**

TOMORROW, those boys may be teamed up in a flying fortress . . . on a destroyer's gun crew . . . or in a commando squad, storming enemy emplacements. They'll be shoulder to shoulder with other brave American lads, too—and the team spirit,

the conditioning, the stamina and punch you and fellow coaches helped develop will make them winners in the toughest game of all, *modern war*.

So keep up the good work, Coach. Nothing must interfere with the great job you're doing—building future fighters . . . strong, steady-nerved workers for the home front.

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better to carry the trousers deflated around his neck, and after swimming out to the tired swimmer, inflate them as described previously.

The same procedure may be followed if trousers are not available, or if time does not permit obtaining them. But remember that it is safer and more sensible to approach a tired swimmer with some means of extension and support.

**Life-Saving Approaches.** Drowning persons fall into one of four categories; those struggling on the surface; those struggling beneath the surface; those passive on the surface; and those passive beneath the surface. The rescuer should notice which of these conditions exists and act accordingly. While approaching a drowning person, the rescuer should watch him closely to determine his condition or to mark the spot if he should disappear beneath the surface.

The passive victim, conscious or unconscious, does not present the difficulty encountered with the struggling victim. For the trained life-saver, the approach to and carry of a passive subject is not difficult. However, this statement should not be interpreted to mean that in such rescues the life-saver can afford to be careless.

Although it is not advisable for the untrained swimmer to attempt the rescue of a struggling person, the trained swimmer may approach such a victim. Not all struggling persons will make an attempt to grasp the rescuer in a so-called death grip. The writer feels that the trained life-saver should first make an effort to determine the reaction of the subject. It has been the writer's experience that most drowning persons are grateful for assistance, and once they know they are in capable hands, they will cooperate as much as possible.

The rear approach is the safest and easiest, and should be used whenever possible. For the passive subject, the rear approach consists of the reverse, grasping the subject's chin firmly in either hand, with arm extended, and then swimming the life-saving stroke vigorously, flexing the elbow in the vertical plane to facilitate leveling, and being careful to keep the leveling forearm close to the subject's neck. As soon as the subject is leveled and moving smoothly, the rescuer may use the most appropriate carry.

If the passive subject is just beneath the surface, or slowly sinking, the rescuer may not have time to reverse, but only to reach down to grasp a convenient arm, hair, clothing, or bathing suit, or to take

hold under one or both arms, and bring the subject to the surface quickly. Occasionally it may be necessary to surface dive before contacting the subject. If a surface dive is necessary, it is advisable to proceed cautiously in order to prevent coming upon the subject too quickly, and being grasped.

Occasions may arise when it becomes necessary to approach a struggling person. The greatest danger for the rescuer come immediately after the individual finds himself unable to swim or to cope with conditions. It is at this time that some people will struggle frantically, and with considerable power, particularly if they are of large stature and strong.

This may happen under the following conditions: where a lifeboat or life raft suddenly tips over and spills its occupants into the water; where soldiers, unable to swim, as was the case at Dunkirk, attempt to reach a boat in water just over their depth; where it becomes necessary to abandon ship quickly and life preservers are forgotten or not immediately available; where a poor swimmer in choppy water becomes panicky; or where a poor swimmer finds himself in the vertical position and unable to support himself.

#### A struggling subject

A struggling subject is particularly difficult to handle, but anyone who struggles frantically for a minute or two becomes considerably weaker and less dangerous to approach. Generally, it is advisable to wait until the subject becomes weaker before attempting an approach, but there are times when the rescuer may find it necessary to contact the subject before he sinks for good, or when time and distance may be short.

Under such conditions the writer feels it is advisable to approach the subject at the very beginning, rather than to allow him to struggle unnecessarily. Of course, the rescuer must do what common sense dictates, and not act too impulsively.

The use of the rear approach to a struggling subject differs considerably from that used for the passive subject. A simple but effective approach to a struggling person is to reverse as much as possible and support the subject with both hands under the armpits. Most people will stop struggling frantically as soon as they feel support and hear a confident voice telling them what to do.

If the subject does stop struggling, the rescuer may then use the cross-chest carry immediately, or he may

use the chin tow in preparation to using the cross-chest carry. If the cross-chest carry is used immediately, its success depends largely upon the rescuer's ability to swim strongly. If undue difficulty is experienced, the free hand may be used to push upward on the subject's lower back after the first two or three strokes.

If, however, the subject does not react favorably, and there is danger that he may twist away, and the distance to safety is but a few feet, the rescuer should apply the control carry. The control carry is a modification of the cross-chest carry, and consists of grasping the wrist or the arm across the subject's chest with the free hand, and holding on tightly. It is then impossible for the subject to twist away and the rescuer is able to cover a distance of at least thirty feet by the use of the legs alone.

#### Front approach

The second type of approach to a drowning person is the front surface approach. This approach should be no more dangerous to the trained life-saver than the rear approach. It is not sufficient, however, to equip the life-saver with but one technique and expect him to adjust to new situations. The life-saver who is equally at home in approaching both the struggling subject and the passive subject is better trained, and is more likely to succeed when confronted with an unusual situation.

An adequate front surface approach when confronted with a passive subject is to reverse, either grasp the subject's right wrist with the right hand or vice versa, and then, after swimming vigorously several strokes, to turn the subject over onto his back by pulling on his wrist.

Next place the free hand beneath the subject's chin, swim vigorously several strokes, and then use the most appropriate carry. A slight modification of this technique, which will enable the rescuer to use his stronger swimming side as well as to control the subject more adequately, is to follow the previously mentioned technique but to swing into the cross-chest carry after turning the subject, instead of using the chin-tow position.

This procedure anticipates the possibility of the passive subject becoming active after being turned onto his back. A snug cross-chest carry enables the rescuer to control the subject so that he will be unable to twist away from the chin.

(Concluded on page 39)

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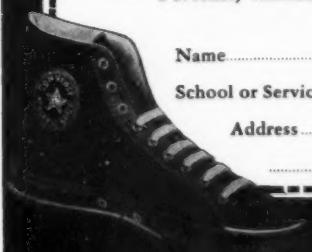
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# THE FOOTBALL PLAYER'S HANDBOOK

By Joseph Harman

Joseph Harman, basketball coach at New Ulm, Minn., High School, distributed this material in handbook form during his regime as football coach.

## TIPS FOR THE OFFENSE

**W**HEN able to gain consistently through a certain hole, nurse that spot along; keep it vulnerable for a real pinch. Don't hit it too often and when you do, use plays that start out differently. When the right moment comes, power through it.

Before snapping ball, center should see that every man is on line of scrimmage.

Hold downfield blocks, as well as line blocks, long enough to give ball-carrier protection. Keep your man *moving out of the play*.

On intercepted and completed passes and kicks and any other break in your favor, don't hesitate; clear a path for ball-carrier immediately by knocking first man in your way into the showers.

Keep digging, plowing, charging, fighting for these precious yards until whistle blows. Ball is not dead until it does blow.

Whenever you see a loose ball, fall on it. If you are right, you may be a hero. If not, referee will tell you so and nothing is lost.

Be sure to protect on every pass.

Hit defensive man before he hits you.

Never run back to catch a kickoff. There is always someone behind you or it will go for a touchback. Never run it out of end zone.

Disregard tactical situation whenever defense presents a glaring weakness.

Don't forget the only way to attain perfection is to keep practicing until it becomes a habit.

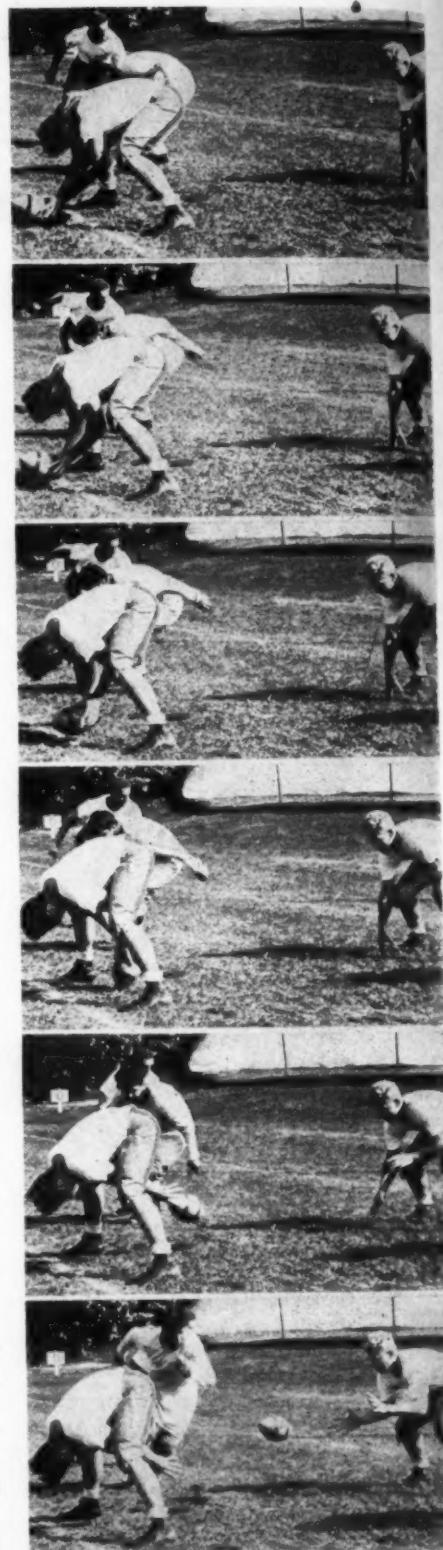
## QUARTERBACK STRATEGY

1. When in doubt punt.
2. If you are thinking, you will outguess a thinking defense.
3. Every play will make a definite reaction on defense and you must know what that reaction will be.
4. You must know all assignments to keep mates' confidence and to be able to choose right play.
5. Never hesitate in calling signals.
6. Size up opponents' abilities and weaknesses both as a team and

individually, and be able to take advantage of weaknesses.

7. Try to create set-ups.
8. Avoid regularity of plays; but use plays of similar characteristics.
9. Don't overwork ball-carrier and don't have kicker run on play previous to kick if possible.
10. Beyond 50-yard line call plays in series. Reasons for breaking in series:
  - (a) When out of position on the field.
  - (b) When behind and using gamble plays.
  - (c) If you have to kick on second or third down.
11. Know possibilities of large or fair gain, or loss from certain types of plays.
12. Remember one yard gained in one situation may be more valuable than in another.
13. Always work for long gains.
14. Repeat plays once in a while, if it works.
15. Punt on early downs near own goal.
16. If you gain by exchanging punts, do it often.
17. With big distance to go, kick earlier.
18. If quarter's about up, stall so as to kick with wind.
19. Kick on first down within 10-yard line; on first or second down between 10- and 20-yard lines; on second or third down between 20- and 35-yard lines; on fourth down beyond 50-yard line unless you have big distance to go. Follow these rules when going with wind. Always keep quick kick in mind on any down. If going against a strong wind, play conservative and kick later.
20. If near goal, try for field goal instead of punting.
21. When to pass:
  - (a) When least expected— avoid passing third down, first down is best.
  - (b) Avoid passes if running attack is working.
  - (c) Pass if behind near end of ball game.
22. All passes must go beyond 50-yard line.
23. Take advantage of wind.
24. Plan when on defense.
25. Discipline yourself on and off field so that your teammates will have absolute confidence in you.

(Continued on page 34)



**End-Over-End Snap:** Considering its usefulness, the end-over-end is surprisingly unpopular. Yet it is simple to teach and easier than the spiral to handle. The ball is grasped at the end with both hands and flipped with the wrists. With the back up close, only one revolution is necessary.



Official U. S. Navy Photo

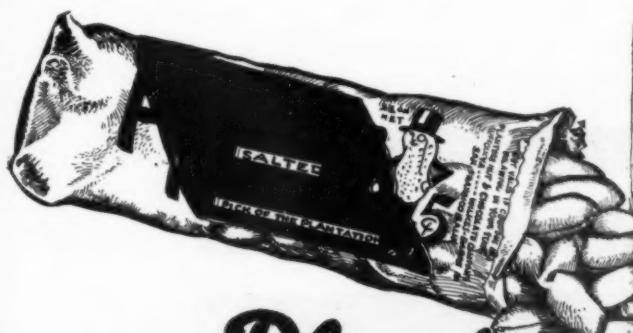
## LOYALTY

Today *loyalty* is the biggest word in our language. It was written in the steaming jungles of Guadalcanal—on the hot sands of Africa—and on the shell-scarred beaches of Salerno. It is the watchword of millions of Americans in uniform; men and women who learned loyalty in the homes and classrooms of America. And it is the common bond which is shared by the millions of high school students who are now working in victory gardens, collecting scrap, harvesting vital crops, and

buying and selling war stamps and bonds—boys and girls whose loyalty is helping make the home front a bastion behind the battle front.



Speaking of loyalty, "Mr. Peanut" is proud that millions of people are loyal to Planters because they are the choicest, freshest and meatiest salted peanuts, and because this vitamin-rich food is helping supply energy when energy counts.



# Planters Peanuts

*For a pledge-for-victory poster for your students, see the opposite side of this page.*



## I PLEDGE FOR VICTORY



I pledge to support vigorously in spirit and speech the American way of life.



I pledge to Back the Attack by buying all the bonds and stamps I can afford.



I pledge to join the Victory Corps and participate to the best of my ability.



I pledge to aid in my community's Salvage Program.



I pledge to write regularly to my friends and relatives in the service.

I pledge to participate fully in my school's Physical Fitness program.



I pledge to contribute to the Victory Book campaign.

I pledge to acquaint myself with the Rationing and Transportation measures.

I pledge to assist our farmers, wherever feasible, with their vital crops.



I pledge to contribute to the Red Cross.

I pledge to refrain from spreading unconfirmed rumors.

I pledge to be helpful and courteous to my parents, neighbors and teachers.



I pledge to conserve food, clothing and other scarce essentials.



**Dean Cromwell**  
of U.S.C.

**Bob Kiphuth**  
of Yale

**Ray Morrison**  
of Temple

**Alonzo Stagg**  
College of the Pacific

**Andy Kerr**  
of Colgate

**Archie Hahn**  
of U. of Virginia

# A *Message*

## From Six Famous Coaches on **RULE NO. 1**

- You coaches and athletic directors can build the strong bodies and clear minds our nation needs through a wise selection of activities and helpful advice on good living. Alcohol has absolutely no place in everyday living and athletic training—being undesirable from a mental, social and physical standpoint. It is the deadliest enemy of coordination and general efficiency. Every boy and girl should avoid it in any form.

- The inspiring poster that appears on the next two pages can be easily removed without in any way damaging your copy of *Scholastic Coach*, and mounted on your bulletin board where its message may be read by every student. With a knife or letter opener, just fold back the two staples in the center spread and lift out the poster. For additional posters, write direct to this office or use the Master Coupon on page 47.



**BOB KIPHUTH** (Yale U. swimming coach). Alcohol destroys the capacity for both split-second action and prolonged activity.



**DEAN CROMWELL** (U.S. C. track coach). For a clear mind and a healthy body, keep poisons like alcohol out of your system.

rule no. 1

and a healthy body, keep poisons  
like alcohol out of your system.



**ANDY KERR** (Colgate U. football coach). Alcohol makes poor athletes and dull students out of boys and girls who might otherwise excel.



**RAY MORRISON** (Temple U. football coach). Athletes who excel leave alcohol alone; they know condition comes before natural ability.



**ARCHIE HAHN** (Virginia U. track coach). Alcohol in any form has no place in the life of an athlete who is striving for top condition.



**ALONZO STAGG** (Col. of Pacific football coach). Any boy or girl would be a fool to drink alcoholic beverages. Why put poison into your system?

## Facts in Alcohol Education For Coaches and Physical Education Directors

### QUESTIONS and ANSWERS on

# alcohol

#### *Is Alcohol a Stimulant?*

**NO.** It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being but over a period of time it acts as a depressant to both mind and body.

#### *Does Alcohol Increase Endurance?*

**NO.** Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

#### *Is Alcohol Good For the Nerves?*

**NO.** Alcohol seriously upsets the nervous system. It acts as a solvent of the lipoids and as a dehydrant, absorbing some of the moisture in the body which is so essential to proper functioning of the nerves.

#### *Does Alcohol Improve Judgment?*

**NO.** One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

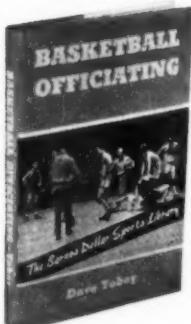
#### *Does Alcohol Aid Coordination?*

**NO.** It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

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### Man-to-Man Defense And Attack

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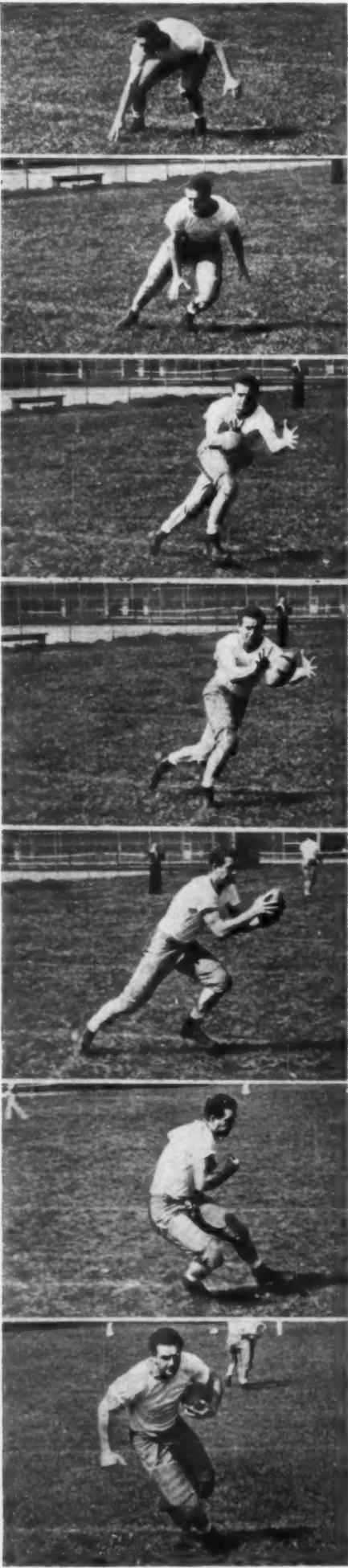
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## Coaching School Notes

(Continued from page 13)

If he shifts inside, shift in and take him down. Don't scuffle around and waste time with halfbacks.

Lick him with footwork, fake in, and cover the outside. Bring yourself under control when you are in a position to make a tackle. If there are two safety men, play the man on your side.

**Right ends**—Shift in and take end. If he shifts inside, bump him and then go down on the first wave. Keep hard on the way down. Again, don't waste time with halfbacks. The advice is the same as for left ends—use footwork, cover your outside, and then bring yourself under control to make the tackle.

This bringing yourself under control *first*—and then tackling is important. In case of a reverse or a fake reverse, play your own side and remember to run hard.

**Tackles**—Here is a chance to shine. Be ready to drop step to outside, but keep inside closed. If the line backer comes into line on your side, you will have to help remove him. You are the second wave going down under the kick. Bring yourself under control and get set to tackle.

**Guards**—Rise from stance, take one step and cover to the outside; if only the defensive guards are in the middle and opposite you, the job of taking care of them is mostly yours.

**Left halfback and blocker**—Don't run out after the tackle—make him come to you.

**Center**—Keep the zip on the ball. This is vital! See that the kicker is 11 yards back. After passing, expect to be pulled or pushed. Above all, throw the ball back properly. That's the big thing. (If the center passes or snaps the ball well, he has done his share of a good job.)

**Quarterback**—Call the point to where the ball is to be kicked *every time*. The ball can be snapped whenever the receiver is ready.

**Kicker**—Make the ball go out of bounds at the farthest point of a kick. A wise rule to follow is this:

**CUTBACK**: The ball is snapped back with a long lead, the halfback taking it after a long crossover step. He starts out as if to sweep the end, then suddenly cuts back. The delicate shift of balance may be observed in the next to last picture. The weight has just been shifted from the left to the right foot. Tucking the ball under his arm, the runner pivots and drives into the line.

If kicking right, foot centers on center's right foot; left, on center's left foot, and step in the direction you are going to kick.

In discussing defense, Coach Brown wryly emphasized that "it's a lot tougher to teach than offense".

The thing to remember is to be ready for any kind of action at any second. The linemen should take their stance with the feet close, the body coiled and ready to spring; they should be set to deliver the first defensive "boomp" that often times, if timed and executed properly, will stop the opposition before it can realize what has happened.

The Buckeye coach is a stickler for training rules. "There is no place in high school or college football for the youth who smokes, drinks, spends too much time with girls, keeps late hours, or has poor study habits."

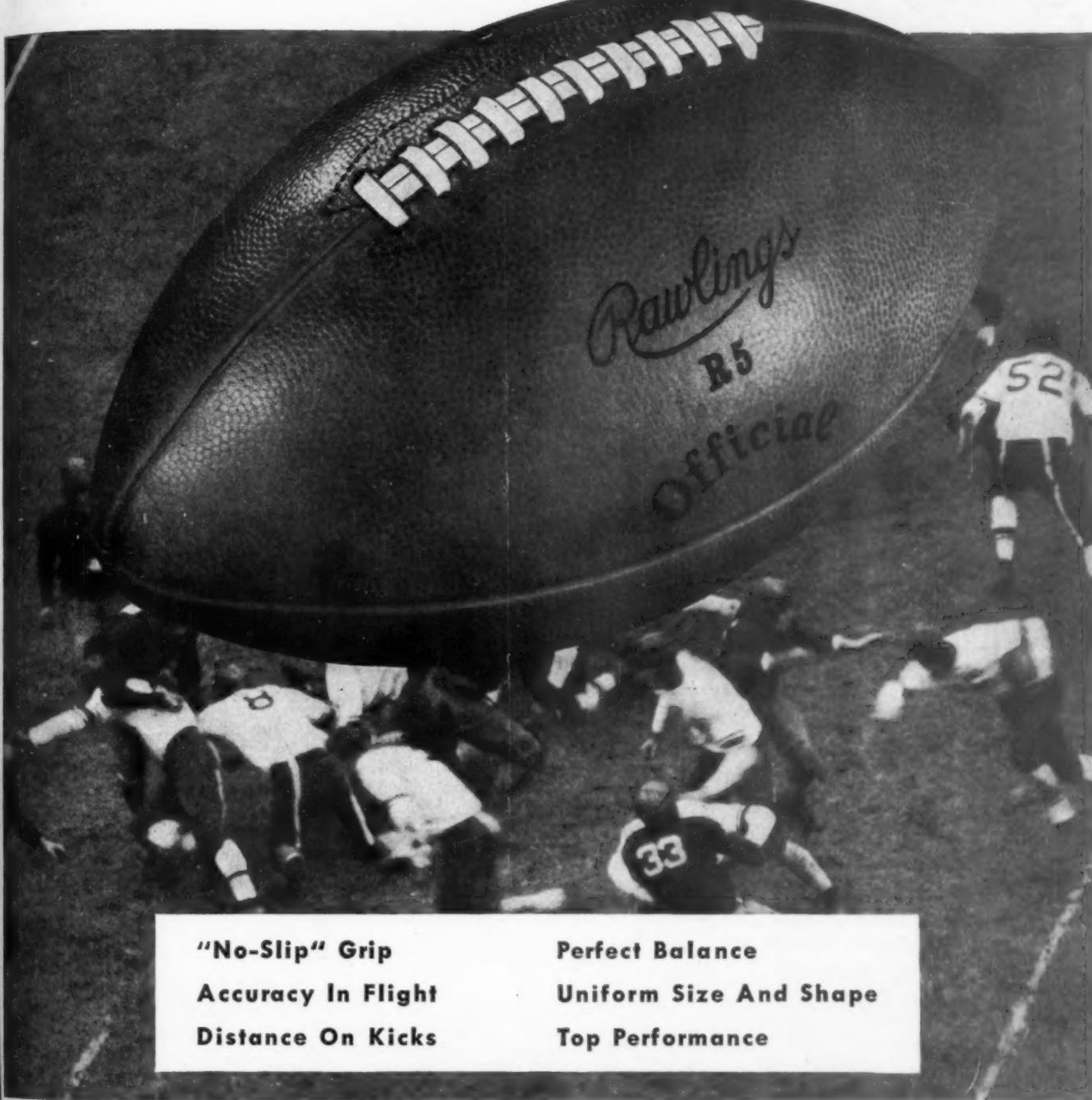
Another principle to which he subscribes is that a boy who breaks the rules *once* forfeits his place on the squad. "Any boy who isn't willing to dedicate four short years of high school life to being a good student, a good athlete, and a good sportsman has no place among those hard-working boys who are willing."

"Winning teams cannot be built with boys who put other things ahead of success. You've got to work hard to succeed in anything. Training does more than make a man physically fit. It gives him heart. He is wholesome inside. He is going all out."

Coach Brown insists that good football players are good students. He holds that any normal boy who attends classes daily in a typical high school—and tries—will pass his work. "Don't put any pressure on a teacher," he advises, "because they always are right. Put the steam on where it belongs—on the boy. He must study."

He urged the assembled coaches to "get the best equipment for your boys you can, and if you know of any that is better—get that! Hire a tailor for suits if you can. Get new equipment each fall. Don't try to build up a financial reserve with your sports receipts; spend it on the children who currently are in school. Nothing is too good for them. And let the community know what you are doing. Parents and supporters who know that their boys have the best will get behind you and the school."

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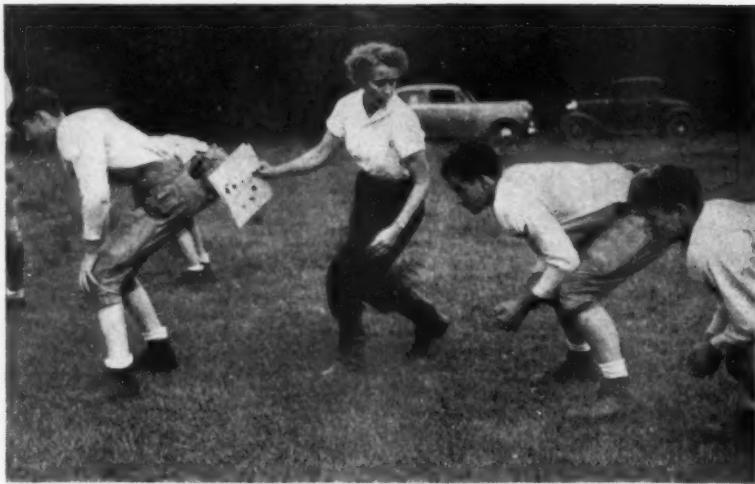
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# COACHES' CORNER



If you have something for this column send it to Scholastic Coach, "Coaches' Corner Dept.", 220 E. 42 St., New York 17, N. Y.

**War is hell**, mournfully murmur our misogynistic football coaches these days. Because of the teacher shortage, a few schools are operating with female coaches! Bell Township, Pa., High School, for one, boasts a hairpin mastermind—pert Pauline Rugh. Although she doesn't indulge in body contact or locker-room chit-chat, she's doing a man-sized job on the field—as you can see in the picture.

We always thought the grid game could stand a female touch, especially in such strategical phases as "getting your man." Hence, it is somewhat Rugh-ful to report, that Bell lost its first game, 47-love. These days it is for Pauline for whom the Bell tolls. (Don't push, officer, we'll go quietly.)

**The incomparable Babe Ruth** is still in there swinging. Every Saturday morning at 10:30 E.W.T., you can hear him over 30 N.B.C. stations batting out the answers to questions tossed at him by boys and girls on the A. G. Spalding & Bros.' air show, "Babe Ruth in Person." The Babe is a swell radio personality, and handles his assignment with typical Ruthian aplomb. In a recent broadcast, he settled the argument about whether he really pointed to the centerfield bleachers before clouting that famous world series homer against the Cubs. Charlie Root, off whom he slugged it, recently claimed that the Babe merely held up two fingers to indicate the number of strikes on him. The Babe, however, declared that he pointed at the bleachers.

**A couple of years ago**, we took a playful swipe at a few movies with athletic backgrounds. One of these atrocities featured a female drop-kicker who couldn't miss the crossbar from anywhere inside the stadium. We facetiously called her "the only

female drop-kicker in captivity."

And so she was—until this season when New Castle, Ind., High School cropped up with pretty Agnes Rifner, drop-kicker extraordinary. After winning a place on the varsity as an extra-point specialist, the 16-year-old blonde caused something of a furor. It didn't seem right seeing a gal in grid togs. So the rules nabobs delved into the sacred tomes, and came up with a winner. They discovered a clause which forbids competition among "mixed" groups. So Agnes had to go back to her doilies. But not after getting into a game. She tried for two extra points—missed both.

**Nobody would ever accuse** Beau Jack, the fighter, of being a fugitive from a Phi Beta Kappa key. But on one occasion, at least, he delivered a perfect stroke of genius. After his imbroglio with Henry Armstrong, Jack rushed to the radio and gasped: "It was a nice fight; he's a tough boy, and I want to say hello to my very, very dear friend, Mr. George McCullough!"

Nobody had ever heard of a George McCullough connected with Jack, so one of our better sports writers the next day asked Beau who this McCullough was.

"Oh, him?" said Jack. "He's my draft-board chairman!"

**Who said illiteracy** is a drawback? Take Dizzy Dean, for example. His illiteracy is his fortune. He can split an infinitive and scramble a syntax at fifty paces. Yet he has a bigger radio following than the Lone Ranger. His latest assault on the English language is a book, no less, *Dizzy Dean Dictionary and What's What in Baseball*. It's just too cute for words, containing such chapters as, "Didja Ever Hear of a What's Whatter?", "Play Pernouncker," "Let Me Tell You What a Fiddle Hitcher Is," "Who's Got the Greatest Throwing Arm in the World?", and a few other posers on Greatests in the World.

The tome may well serve as a warning to aging ball players on the pitfalls that lie ahead.

**Who would have ever thought** that a Harvard man would break his neck for Yale? But that's just what Wayne Johnson did this season. The ex-Harvard fullback, who is now in the Navy training unit at Yale, fractured a cervical vertebra the first time he carried the ball against Muhlenberg.

Whacky situations are legion this season. Take poor Cleo Calcagni, for example. Captain-elect of Pennsylvania, he now plays for Cornell—Pennsylvania's deadliest rival! And then there is Bill Daley, Minnesota's super running back of 1942. This season he does all his running for Michigan, the Gophers' pet hate. And poor Alex Agase, 1942 all-American guard at Illinois. He's now ball-hawking for Purdue.

And so it goes down the line. Johnson may become the first man in history to win letters at both Yale and Harvard. Daley and Agase may become all-Americans two years in a row at two different schools. And several outstanding pros, such as Dick Todd and Perry Schwartz, who are playing college football this year as Navy trainees, may make the all-American college team!

**For a sample** of good old-fashioned sportsmanship, you want to read the recent *Sat. Eve. Post* piece devoted to the genius of one Bill Veeck, owner of the Milwaukee baseball club. If you have read it, what did you think of:

1. His allowing the lights to go out at a night game when the visitors needed one run to win?
2. His spreading sand between first and second bases to kill base running in a season when he had a team that could not run bases?
3. His putting up a right field screen when he had no right field hitters, and taking it down when he acquired one?
4. His admitting all this; in fact, openly boasting of it?

**Coaches who heard** the swell Bill Stern broadcast of the College All-Star—Pro game at Dyche Stadium, Evanston, Ill., have P. Goldsmith Sons, Inc., to thank for it. The Cincinnati sports equipment manufacturers sponsored the second half broadcast over 93 stations and then relayed it, via transcription, to the armed forces in all parts of the world. During intermissions, Stern did a good job of pointing out the whys and wherefores of the athletic equipment situation and emphasizing the part sports are playing in the war picture and in industrial recreation. Encouraged by the audience response, Goldsmith, whose ball was used in the game, intends to identify itself with other major sports events.

Where are those contributions?

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# RIFLERY'S PLACE IN THE SUN

By Vosse R. Lewis

This is the second of a series of articles on riflery by Vosse R. Lewis, the coach behind the strong Evanston, Ill., Township High School rifle teams.

**R**IFLE marksmanship is an ideal year-round sport for any boy or girl, man or woman, seeking a wholesome means of recreation and fun. In the late fall, winter, and early spring, it may be an indoor sport; and in the late spring, summer and early fall a good outdoor sport that may be offered on an intramural or varsity basis, or both.

There are physical educators who contend that riflery is not a strenuous sport and, therefore, does not merit a place in the program. Their premise reveals a decided ignorance. Anyone who has ever engaged in a riflery program knows he must train as much physically and mentally as any of the so-called "heavy" athletes.

Another reason why riflery hasn't attained the popularity it deserves is that few school administrators realize how easy it is to build and maintain a range. This point was fully covered by William H. Keister in the May, 1943, *Scholastic Coach*.

A third reason which may be advanced as an argument is the unavailability of a competent instructor. This ceases to hold water when you remember that anyone who is interested in introducing a program may secure an instructor's course upon request (see announcement on page 46). This course will qualify any teacher for sponsorship regardless of previous experience.

In selecting an instructor, one should look for a person who is reliable, likeable and interested in improving the scores and standards of the shooters; a person who believes in making the range a safe place and the rifle a safe piece to handle at all times.

The instructor's course and rifle tournament offered by *Scholastic Coach* are approved by the National Rifle Association. If you wish to have a tournament but do not have a qualified instructor on your faculty, find a person who is interested and who best meets the qualifications.

*Scholastic Coach* will send this individual the training course outline, study manual, and other necessary materials for becoming a certified instructor. Any interested

Its potentialities are numerous and varied and merit a place in every fitness program

## PROCEDURE FOR PROCURING .22 AMMUNITION

With the issuance of War Production Board Limitation Order L-286, the ammunition requirements of N.R.A. affiliated clubs for pre-induction training can now be taken care of satisfactorily through established governmental procurement channels.

The N.R.A. feels, therefore, no useful purpose can be served by continuing the plan which enabled clubs to buy ammunition through the Association.

The Limitation Order restricts the sale of ammunition to groups specifically recognized by the W.P.B. and provides for distribution of the cartridges through normal jobber or retailer channels.

As in the past, rifle clubs are restricted to the purchase of .22 ammunition after W.P.B. approval in each instance. The procedure to be followed includes:

1. Make application on W.P.B. Form PD 860 (in triplicate), answering specifically the questions pertaining to clubs. Disregard Sections IV, V, VI and VII of the form which do not apply to rifle clubs.

2. Estimate how much ammunition the club will need for training purposes during a specific period (one month, two months, etc.) and order accordingly. Be sure your range and training facilities, as previously reported to the N.R.A., justify approval of your application.

3. Take or mail the completed form (three copies) to the firm you select to handle the order. Any ammunition jobber, retailer or distributing house is authorized to accept PD 860 applications from rifle clubs for the purchase of .22 ammunition. The seller you select must obtain W.P.B. approval before delivering the ammunition.

4. If your club has no jobber or dealer, you may send the purchase request forms to the N.R.A. for clearance through the W.P.B. After obtaining the required W.P.B. approval, the N.R.A. can, if requested to do so, also arrange for prompt shipment of your order by C.O.D. express through an authorized distributor.

5. There is no uniform price on .22 ammunition, but nationwide O.P.A. ceilings are in effect. So, regardless of who handles your order, the ammunition should cost no more than you have been paying—no more than was charged in March 1942 by the seller you select. The average distributors' price is about \$52 per case of 10,000 rounds, f.o.b. shipping point.

6. The required purchase request forms (PD-860) may be obtained from ammunition jobbers, dealers or distributors, or from the N.R.A. upon request.

person can complete this course in one week or less, by devoting to study an hour or more daily of his leisure time.

After he has completed this course, he may write the answers to the examination questions, send them to the N.R.A., and receive a probationary instructor's certificate which is good for three months. At the end of this period, the instructor may obtain the junior instructor's certificate by submitting a report of his instruction activities, if he has a minimum of 100 pupil hours (number of pupils multiplied by number of training hours).

If a suitable instructor is not available in your school, there may be a qualified instructor in your community. To secure this information, all you need do is contact *Scholastic Coach* or the N.R.A.

Since riflery is not built around intricate plays which depend on proper timing and cooperative assignments, but on the individual competing independently, student coaches have proven exceptionally helpful. These student aides naturally should be your best shooters. They should have a pleasing personality and the ability to transmit their knowledge and ideas.

They need not be the masters of the four positions—prone, sitting, kneeling, and standing. Mastery of one or more will suffice as long as they possess a thorough knowledge of the fundamentals.

Every school should include riflery as part of its Victory Corps program. One might ask how the addition of riflery to the intramural program will benefit the students, other than merely broadening their choice of activities. The benefits are many, chief among which are:

First, it develops fidelity to detail, something greatly lacking in many adolescents. It is impossible to become a good shot without paying careful attention to every detail.

Second, riflery helps develop a conscious coordination of the nerves and the muscles, developing quick responses to messages from the nerves and the mind.

Third, nearly everyone, sometime during his life, has occasion to handle a gun; when the time comes he should know how to handle the weapon intelligently and safely.

OCTOBER, 1943

# "Rifle shooting is a sport every boy and girl can enjoy!" writes WILLIAM T. HOLMES

*Director of the Needham, Mass., Department of Recreation, to Scholastic Coach*

Department of Recreation  
Needham (92), Mass.  
August 30, 1943

Scholastic Coach  
220 East 42nd Street  
New York 17, N. Y.

Gentlemen:

Yours of the 26th at hand. I'll say I'm ready to run another rifle tournament! And I'm planning to work it out in fine style, too.

Rifle shooting has certainly proved to be a fine thing in our schools. It teaches the boys and girls safety habits with firearms when they're young enough to learn fast and forget slowly. It fulfills the urge of all youth to shoot, and it gives the youngsters an opportunity to practice and compete under supervision.

Rifle shooting develops a very fine sense of coordination between eyes, nerves and muscles, and it teaches the importance of good physical condition to good shooting. I'm glad to say that many of "my boys" in the armed services are now experts and gun mechanics for Uncle Sam.

Another important thing is that while relatively few youngsters can make touchdowns or hit home runs, rifle shooting is a sport every boy and girl can enjoy...and learn to do it right. And rifle shooting is a sport they can enjoy for the rest of their lives, indoors or outdoors, all year round.

To my way of thinking, every youngster should be a good shot, or, at least, be on familiar terms with firearms.

Yours truly,  
*William T. Holmes*  
William T. Holmes



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# Football Player's Handbook

(Continued from page 20)

## TIPS FOR THE DEFENSE

Don't ever get sucked or flanked out of position. Line should charge to form that cup behind line of scrimmage, then go after ball-carrier. First duty is to *get across line of scrimmage*, next to *protect your area*, then *make tackle behind line of scrimmage*.

Mix up stunts for getting through. Always get jump on both offense and defense, but never go to your belly.

Never stop charging until you have man with ball.

To avoid being blocked out when pushing opponent out of way, use locked elbow and keep arm parallel to ground; stay as low as opponent. When lower than opponent, come up using shoulder to bull him out of way. When above, get hold of him somewhere and sling or pull him out of way or use elbows. Never go to your belly.

Every lineman should expect play to come through him.

If opponents are stuck on about 25- or 30-yard line, rush kicker to prevent him from kicking out of bounds near goal line.

On defensive charge, drive knee forward fast and far.

Have confidence; believe in yourself.

Do not show you are hurt by limping back to position, or you will have another play shot right at you.

Late in game when you are getting tired, whatever else you do, do not get careless.

Guards and tackles charge straight ahead. Do not wait nor pull out behind own line of scrimmage. Expect play to come through your hole and play accordingly; converge on ball only after you have charged through offensive line.

Whether defense line plays lower or higher depends upon play of offense. Weak-side end play cautiously for reverses.

Tackle ball every chance you get. Never get sucked or flanked.

Use hands, eyes, and brains; talk it up.

When ends think opponents will punt (unless on fourth down) they should side-sweep the end.

Your quarterback directs strategy on defense and offense; heed him. Don't make a nuisance of yourself.

Your captain is your spokesman on field. He makes decisions as to penalties and choices. Accept his choices and listen to him.

Ends are not expected to make tackles. Their job is to pile up interference and close tackle hole. Tackles charge in straight and ends pile up interference. Then there is nowhere for ball-carrier to go except around and he isn't dangerous until he turns down field.

The team that is faster on the charge wins.

The best pass and punt defense is to rush the passer and kicker.

On passes, when ball leaves passer's hand, leave your man and play the ball.

Defensive backs use hands to keep blockers away from legs.

Whenever opponents gain more than once through same spot, you should, by then, know what they use in doing it, and you should make adjustments in defense to strengthen that spot.

Always know the down, distance to go, quarter, time of quarter, score, so you can guess what opponents will do and defend accordingly.

On goal line, line plays tight and backfield comes up closer.

Keep in contact with one another by word of mouth so that every fellow knows what the other fellow is doing.

Be alert for quick play series.

Line plays same relative positions laterally on all downs. Backs play in closer on first down, then drop back a little farther. With third down and one to go play tight on line and backfield up close.

## DEFENSIVE LINE TECHNIQUES

*How to penetrate when one man is playing you:*

1. Divert charge with hands.

(a) When opponent charges, feint a charge then side-step and grab him by neck and shoulders and pull him through past you.

(b) Hold him off by stiff-arming him in face, then shove his head aside and go through.

(c) Use limp leg as opponent charges into it, and slip by him.

(d) When opponent charges low and off balance pull him forward on his face,

or shove his head into ground.

2. Out-charge offensive linemen.
  - (a) Sometimes "bull" through with sheer power and speed.
  - (b) Submarine, hurl head and shoulders at opponent's legs and bust on through.
  - (c) Dive over opponent playing low.
  - (d) Straight arm charge. Grasp his head and pull or throw him off balance.
  - (e) Flank charge. Fake a charge, stop and then hit opponent from side.

**Defensive End Play.** If two men come at you, fake one and play other who, normally, will be outside man.

If interferer dives at your legs, show him inside leg and pull it away using hips. (This amounts to side-stepping diving interference.)

Never let interference get to your legs and never give ground except when they try to sweep.

If interference is bunched, smash and take it out.

When play starts to other side, be alert; on passes cover flat zone area.

**Weak-Side End:** Play just off end man's shoulder—catch him with inside knee with shoulder low. Take shock with upper arm and shoulder. Then pull arm and knee away and go into cup position. Always watch man spinning and be alert for reverses either inside or outside your position. On passes, rush passer.

**Strong-Side End:** Be alert for sucks, flankers, and mouse traps. Go in to meet attack. Get cup position. Meet interference with hands and power from underneath but don't let arms give. Keep knees well bent and trunk well forward. Meet interference with inside leg advanced. Shove interference into ball-carrier or get rid of interference and make tackle. If ball-carrier sweeps, cross over with inside leg, using hands and head to get rid of interference.

**Defensive Tackle Play.** Strong-Side Tackle when end plays in close.

1. Play just off end's shoulder. Charge with inside foot. Contact his head with inside hand and his hip with outside hand, both elbows locking at impact. Shove him toward middle of line. Play wingback with hip. Go straight through into your cup position.

2. Charge through between end and wingback into cup position, advancing outside foot first.

3. Line up directly in front of end and charge through him. Power him from underneath and shove him backward into interference. Advance with outside foot first.

When end plays wide same three methods may be employed. In addition you may play off his inside shoulder. Advance with outside foot first. Contact his head with outside hand and his hip with inside hand, with elbows locking at impact. Charge into your cup position.

**Defense Guard Play.** General rule—always charge straight ahead.

Methods for getting through into cup position when playing between two offensive linemen.

1. **Double coordination.** Ram right knee between the two as far as possible. Shiver man on left by contacting your hands on his head and shoulder, driving him sideward; at same time, push man on right sideward with right hip and go through. Process can be reversed by ramming left knee in and playing man on right with hands and man on left with left hip.

2. **Split.** Charge with either foot, placing one hand on head of each man pushing them apart. Then go through to your cup position.

3. **Submarine.** Charge with either foot first and with hands on ground and head ducked low. When underneath, keep going, come up when through and meet play.

4. **Slice.** Drive in with left foot and throw left hip into the man on left and slice through sideways with right side forward. Process can be reversed by driving right foot in and playing man on right with hip and slicing through.

When playing in front of one of a pair of offensive linemen. If in front of the inside man and the outside man is on your right.

1. Drive in with left foot. Contact head of outside man with hands, elbows locking at impact, and use left hip on inside man. Then go through to cup position.

2. Step to left of outside man, grab him by head and pull him across in front of inside man and go through to cup position.

If playing in front of the outside man and the inside man is on your left.

1. Drive in with left foot. Offer him a limp right leg and go through to cup position.

2. Drive right leg forward and contact right shoulder under his left and come up. Offer man on right a limp left leg and drive into cup position.

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## Straight Shooting Pays

By Wayne H. Crawford

Wayne H. Crawford is basketball coach and athletic director at the Hickory Township High School at Sharon, Pa.

**A**S A DISCIPLE of the science of statistics and its value in coaching, I have been compiling shot charts of many high school and college basketball games. Next to passing, or perhaps even before passing, shooting is the most vital fundamental of the game. I wanted to see exactly how this showed up in the statistics of a game and whether anything could be learned therefrom.

My survey revealed an interesting fact: While there may be a difference of 40 points in the final score of some games, the teams nearly always take about the same number of shots!

Sometimes the losers take many more shots. This usually may be attributed to the winners' superiority in working the ball in for layups or easy set shots, while the losers are heaving wildly in an effort to catch up.

But this is not always true. Many players just don't know how to shoot. It is surprising what little knowledge many of them have of the proper mechanics. There is no excuse for this.

At Sharon, we use our grade school, junior high school and junior varsity practice sessions to develop the techniques of shooting, passing and dribbling. When a player comes up to the varsity equipped with these skills, he can easily be worked into different systems of offense and defense.

It is a rule with us to stop play immediately whenever a boy shoots, passes, or dribbles incorrectly. Right then and there he is told and shown his error. A steady diet of this will straighten out any bad habits.

For set shots, we stress a short stride stance with the feet about eight inches apart, the knees slightly bent, and the trunk inclined slightly forward. The weight is on the balls of the feet. The ball is gripped with only the fingertips. The arms are completely relaxed, with the elbows comfortably close to the sides.

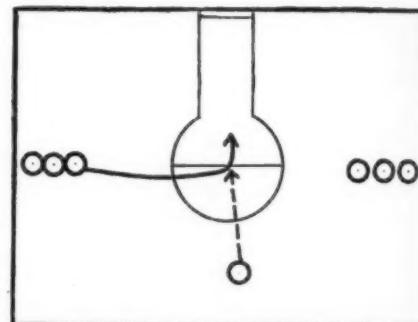
The shooter concentrates on the front rim of the basket, keeping his eyes glued there until the ball reaches its objective. The ball is arched fairly high to reap the value of the backboard should it overshoot its mark. Then, again, a nicely arched shot has a tendency to bounce

high upon hitting the rim, and fall through.

The ball is not released until the arms and wrists are fully extended. A complete follow through of the hands, arms, and body is desirable.

In layup shooting, the emphasis is on perfect balance. Schoolboys unconsciously like to show off a bit, particularly in their shooting. A popular trick is to leap off the floor for a pass, receive the ball in mid-air, go through some contortions, and shoot before returning to terra firma.

In practice, some boys are fairly accurate with this shot. But in the heat of a game, they will miss many of these shots which, if played more conservatively, might have been baskets. A thought I try to impress upon the players is this: Three missed layup shots represent six points off your score. Six points will win most of your tough games.



**Shooting Drill for the one-hand shot, an effective weapon in the keyhole against both the man-to-man and zone defenses.**

For layups, the shooter is instructed to drive off his left foot and jump as though dunking the ball over the rim. The higher the leap, the more accurate is the shot. A good way to concentrate on height in the early pre-season drills, is to have the boys practice without the ball.

When working with the ball, they are taught to hold it firmly in both hands until almost at the peak of their jump. The ball is then shifted to the right hand and laid, with the fingertips, against a point on the bank just above the basket. The right hand is behind the ball, which is released from directly above the eyes.

The ball is not released until the right arm is fully extended. A push with the hand is unnecessary, as the momentum of the jump supplies the force. No spin is applied. The boys  
(Concluded on page 48)



## Controlled Kicking

(Continued from page 11)

practice at the different required distances and adjusting the lacing and his speed in passing.

The average distance kick-off goes down the middle about 50 yards to the 10-yard line, is caught and run back to the 30-yard line where the kicking team stops the receiver and the ball game commences. The receiving team has prepared itself for the middle lane return and is not well prepared elsewhere. It is wise not to kick-off down the middle but to the spot where the best receiving man cannot cover. There are plenty of these

spots. The direction of the kickoff should not be indicated until it is too late for the receiver to change his position.

There are kickers who may be letter perfect so far as technique is concerned, but who still fail to punt well under game conditions. Often as not it is a matter of too much imagination. Some of the tests the writer has used to overcome these mental hazards follow:

1. Have another ball passed to him while he is about to kick the one that he has already received from center. This tends to either draw him off balance or draw his eye off the ball, or both.
2. Cross in front of him while he is about to kick.

**Drop Kick:** Ball is held with middle fingers on side seams and thumbs resting on sides at top. Most ideal spot for release is that nearly parallel to knee. Toe contacts ball on middle seam two or three inches from bottom.

3. Have the line and the ends run in on him without opposition the instant he receives the ball.

4. Have a wet, muddy ball unexpectedly passed to him by the center, instead of dry one expected.

5. Have him kick from the midst of a crowd with only an opening toward the goal to kick through.

6. Chalk test on kicking foot and ball. In punting mark the under middle seam of the ball and note its contact marks on the foot.



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# NATIONAL FEDERATION NEWS

**Edited by H. V. Porter**

**A**T THE September meeting of the National Committee on Physical Fitness, the main order of business centered on ways and means of promoting a higher degree of physical fitness. Selective service figures indicate that a large percentage of our available manpower is physically unfit and that many of those who are accepted must spend much time in building up endurance.

No attempt has been made to fix the blame. It may be due to any one of many conditions, including lack of facilities, lack of funds, and lack of interest. The attention of the Committee was directed toward a possible solution.

The Committee members agreed that the present problem is to keep alive the physical fitness programs which are being promoted in schools, colleges, industrial and social organizations.

The Committee was not organized for the purpose of taking over work which is already being done by the schools or similar agencies. The Committee's purpose, rather, is to co-operate with all these agencies, to encourage teamwork in attacking common problems and to support all such agencies through forming a means of contact with federal agencies whose activities might influence the work which is already being done.

In line with this policy, the Committee considered a number of the programs now in effect and voted to encourage those features which are promoting a higher degree of physical fitness throughout the nation. It was agreed that one such project is the Selective Service Department's effort to produce a simplified statement of a few of the fundamentals which ought to be mastered by every boy or girl preparing for the service. This statement will be supplied to every school so that each student will have an understanding of the things he is expected to master.

The Committee agreed that one of the factors which contributes to interest and efficiency in a fitness program is participation in sports. It was further agreed that such participation should include individual activities and rugged team sports of both an intramural and interschool type. The Committee issued a public statement to the effect that as one contribution to a good physical fitness program, the schools and other institutions should be encouraged to continue and, where possible, to expand their intramural, interscholastic and intercollegiate program of sports.

The Committee will continue its work in many fields to promote a nationwide revival in physical fitness activities and to this end attention is being given to the problem of athletic equipment as it is affected by priority

rulings, the difficulties which grow out of lack of manpower and lack of travel facilities, and the need for closer cooperation between the various groups which engage in this type of work.

The National Committee on Physical Fitness is made up of the chairman, the executive officer and 18 additional members. The personnel follows: John B. Kelly, Chairman; Col. Leonard G. Rountree, Chief, Medical Division of Selective Service; Frank S. Lloyd, Executive Officer; Col. Theo. P. Bank, Chief, Athletic and Recreation Branch, Army Service Forces; Asa S. Bushnell, Executive Director, Central Office for Eastern Intercollegiate Athletics; Dr. C. Ward Crampton; Dr. Warren F. Draper, Deputy Surgeon General, U. S. Public Health Service; Maj. John L. Griffith, Chairman, Big Ten Conference; L. B. Icely, Chairman, Athletic Goods Mfrs.; Dr. Hiram A. Jones, State Director of Physical Fitness (New York); Captain Lyman S. Perry, Aide to the Secretary, U. S. Navy; Henry V. Porter, Executive Secretary, National Federation of State High School Athletic Associations; A. H. Pritzlaff, President, American Assn. for Health, Physical Education and Recreation; Captain John Reynolds, Director, Welfare Division, Bureau of Naval Personnel; Captain Edgar B. Stansbury, Chief, Physical Fitness Branch; Dr. John W. Studebaker, Commissioner of Education, U. S. Office of Education; Mary E. Switzer, Assistant to the Administrator, Federal Security Agency; Charles P. Taft, Director, Office of Community War Services; George M. Trautman, President, American Assn. of Professional Baseball; Arch Ward, Sports Editor, Chicago Tribune.

The Committee is well staffed by an administrative force made up of 16 employees headed by Executive Officer Frank Lloyd, who has had wide experience in the field of physical education and athletics in connection with the military forces and in connection with university work.

## New scoring system

There has always been some feeling that the present system of football scoring is not entirely satisfactory because no credit is given for ground gained and first downs.

The subject has been revived of late mainly because of the fact that many schools are playing the same opponent two or more times and could use anything that would lend excitement to the proceedings.

The Oklahoma Association is recommending some experimentation in B game competition or in games where some added interest is

needed to offset the lack of variety in opponents. Details are given in the September Oklahoma bulletin. Here are the salient points:

**Scoring Zone:** The area between the 20-yard line and the end of the field is considered a "scoring zone." This is divided into three areas by the 10-yard line and the goal line.

**Score for Advancing Ball to a Scoring Zone:** One point is scored for advancing the ball to or being awarded the ball on the 20-yard line or beyond and up to the 10-yard line. For penetration into the 10-yard area, 2 points are scored. For a touchdown, 3 points are scored. A field goal scores 3 points, except as indicated under the last paragraph of "General Regulations" which are given below.

**General Regulations:** A team scores by penetrating a scoring area but may score only once in this area until a touchdown, field goal or safety has been made or the ball has been in legal possession of the opponents.

If a team advances the ball into two or more scoring areas during the same down, the score for penetrating each area will be allowed, i.e., carrying or successfully passing the ball from mid-field to the goal line scores 1 plus 2 plus 3 or a total of 6 points.

Recovery from possession of the opponent in a scoring area is scored the same as for penetration.

If a penalty advances the ball into a scoring area no score is given for penetration unless the team then penetrates the next scoring area before a field goal or a safety is made or the ball has been in legal possession of the opponents.

A field goal counts the usual 3 points, except that if a team has scored 1 point for penetrating the first scoring zone and if there has been no touchdown or safety or possession by the opponents after the scoring of such point, the field goal counts 2 points; and if a team has scored 3 points for penetrating both scoring zones prior to the kick, the field goal counts 1 point.

**Announcing of Scores:** For each penetration or for any other score, the referee declares a time-out and signals with his fingers the number of points which have been scored. He or one of the other officials keep the record of points, unless the scoring is delegated to a sideline scorer.

Lee K. Anderson

tow position. The writer has found this latter technique preferred by the students under his supervision.

In coping with a struggling subject, unless the life-saver has a plan of action in mind he may find that the most opportune moment for action has passed before he can do anything. Even if the life-saver never has to deal with a struggling subject, training for this emergency will develop awareness.

Should a trained life-saver suddenly find himself spilled into the water from an overloaded life raft, he may find it necessary to deal with a struggling subject. Time or position may not permit the rescuer to wait for the subject to weaken or to approach him from the rear. He must act.

If the subject is unable to see or hear, the life-saver should grasp one of his arms with both hands to insure contact, yank this arm vigorously forward and upward to turn the subject partially around, and apply the cross-chest carry.

If the subject upon contact stops struggling, the rescuer may then proceed as he would with a passive subject.

If the subject continues to struggle hard, however, and the distance to safety is but a few feet away,

## Life-Saving Skills

(Continued from page 18)

the rescuer may use the control carry. The speed and vigor of the rescuer's action will prevent the subject from grasping him with his free hand.

If the subject's head is above water, and he can see and hear, the rescuer may extend his arm and instruct the subject to grasp it. When he does, the rescuer may pull him forward vigorously, move behind him into the cross-chest position, and free his arm with a quick pull.

Another possibility when dealing with a struggling subject is to allow him to grasp the rescuer's arm, and then to tow him in this position. If the subject should make an effort to get too close and attempt to grasp the rescuer about the neck, the rescuer is in a position to block effectively with his free hand or his foot.

The third type of approach to a drowning person is the front underwater approach. This is taught with the idea that the drowning person's head is usually above water, and because he can see the rescuer approaching, it is safer for the rescuer

to approach from underwater.

This point is quite debatable, although it is conceivable that occasions may arise when an underwater approach would be advantageous. The writer feels, however, that it is inadvisable to use this approach if the rescuer is at all fatigued.

The underwater approach to a passive subject consists of swimming to a point approximately six feet from the subject, surface diving straight down to a depth of about five feet, and swimming to the subject underwater, being careful to stay in a tucked position while turning the subject with a pulling-pushing action on his knees. After the subject has been turned half way around, the rescuer returns to the surface, maintaining contact during the ascent, and uses the chin tow to facilitate leveling. After several strokes, the rescuer may then use the most appropriate carry.

The technique used for a struggling subject is slightly different. After the rescuer turns the subject, he returns quickly to the surface, and supports the subject with one or both hands under the armpits. The rescuer then proceeds as he would when using the rear approach to a struggling subject.

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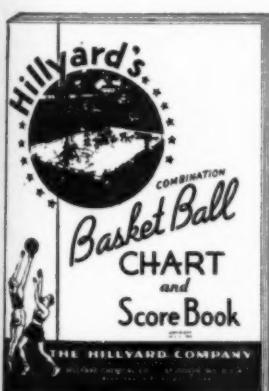
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# A MOTOR FITNESS SCREEN TEST

By Dr. Thomas K. Cureton

This is the second of a series of articles on physical fitness by the distinguished physical educator and author, Dr. Thomas K. Cureton, who is associate professor of physical education at the University of Illinois. His second installment, on motor fitness tests, concludes a study of classification tests for physical fitness. Last month he covered medical, physique and organic efficiency classifications.

**M**OTOR Fitness Tests are not physical fitness tests in the fullest sense, but a good motor ability test can indicate capacity for action in a wide variety of fundamental motor performances, such as, endurance, power, strength, agility, flexibility, and balance.

Only one motor fitness test will be presented here, but this test has proved its worth in classifying young men just out of high school. There are also several research reports that prove its usefulness and safety as well as its technical validity and reliability.<sup>1,2,3</sup>

The test emphasizes the fundamental or gross big body movements which require muscular energy, kinesthetic sense, and suppleness of the major tissues and joints. It includes two or three items to emphasize essential qualities or elements of balance, flexibility, agility, strength, power and endurance which are fundamental to athletic efficiency and physical efficiency in work.

The test does not measure highly specialized abilities or skills such as swimming, tennis, golf, etc. It does predict with much accuracy gross capacity to run fast, jump, dodge, fall, climb, lift and carry loads, balance, squeeze quickly through spaces, and to run a mile with moderate efficiency.

There are 14 items in the whole test and each item has meaning and predictive value for a large range of abilities. The items are shown on the accompanying chart. Much more complete specifications for administering this test can be found in the new edition of the *Physical*

<sup>1</sup> T. K. Cureton, "A Criterion for Motor Fitness," *The Physical Educator*, Indianapolis: Phi Epsilon Kappa Fraternity, (January, 1943).

<sup>2</sup> T. K. Cureton, "An Inventory and Screen Test of Motor Fitness for High School and College Men," Urbana, Ill.: School of Physical Education, 1943. Pp. 16 (Illustrated reprint).

<sup>3</sup> T. K. Cureton, "The Unfitness of Young Men in Motor Fitness," *Journal of the American Medical Association*, Chicago, 1943 (in press).

\* T. K. Cureton, *Physical Fitness Workbook*, Champaign, Illinois: (Second edition), Stipes Publishing Co., 1943.

Fourteen items which accurately measure kinesthetic sense, muscular energy and suppleness of the joints

*Fitness Workbook.*<sup>4</sup> To get good results with large groups the test should be carefully administered according to the standards and specifications given.

Obviously, any test which is used as a screen test cannot test everything, but the items chosen should be diagnostic of some fundamental

type of physical ability. In addition to testing selected items of balance, flexibility, agility, strength, power and endurance, there is some discrimination within each of these categories because each is represented by a moderately easy item and also one or more items much more difficult.

## SCREEN TEST FOR MOTOR FITNESS

P. E. Course \_\_\_\_\_ Date \_\_\_\_\_ Name \_\_\_\_\_

Instructor \_\_\_\_\_ Address \_\_\_\_\_

Class (Yr.) \_\_\_\_\_ Age \_\_\_\_\_ Ht. \_\_\_\_\_ Wt. \_\_\_\_\_

Items	Emphasis	Standards	Pass	Fail	Results
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### A. PARTNER ORGANIZATION TESTS

1. Foot and Toe Balance	Balance	Each 10 sec.			
2. Squat Stand	Balance	10 sec.			
3. Trunk Extension Flexibility	Flexibility	20 ins.			
4. Trunk Flexion, Sitting	Flexibility	8 ins.			
5. Extension Press-up	Strength	Once, 4" clear			
6. Man Lift and Let Down	Strength	+ 10 lbs. of own weight			
7. Leg Lifts and Sit Ups	Endurance	20 times each in succession			

### B. LINE FORMATION-STATION TO STATION TESTS

8. Medicine Ball Put	Power	35'			
9. Illinois Agility Run	Agility	20s.			
10. Skin the Cat	Agility	Once through and back			
11. Bar or Fence Vault	Agility	4'-6"			
12. Chinning (Pull-ups)	Endurance	10 times			
13. Standing Broad Jump	Power	7 ft.			
14. Mile Run*	Endurance	7:00 min.			

Examiner \_\_\_\_\_ No. Items Passed \_\_\_\_\_

Physique	1	2	3	4	5	6	7	8	9	10	% Efficiency

Comments: \_\_\_\_\_

Swimming Ability	None	100 Yds.	440 Yds.	Life Saver
------------------	------	----------	----------	------------

Course Recommendation: \_\_\_\_\_

Schneider Test Score \_\_\_\_\_ 30-Step Pulse Ratio \_\_\_\_\_

Abdominal Fat \_\_\_\_\_ Exp. Chest Girth—Norm. Abdom. Girth \_\_\_\_\_

\* May substitute running in place 2 min. and holding breath 30 s.

OCTOBER, 1943

41

The "Pass or Fail" plan of administration permits more events to be included, as it is the most economical plan in the way of time and leadership. The events are not precisely weighted according to the contributions they make to a criterion but the total score of the items correlates .872 with a 30 item Motor Fitness Inventory Criterion.

No item has a lower reliability than .86 when properly administered in repeated trials one week apart. The average improvement in total score ranges from 22.9 to 35% during a semester of practice and training.

Any proportion of a large group may be "screened out" for special work in motor fitness. For boys just out of high school the following standards fit well:

I. **Basic Group.** Failing to pass ten of the fourteen items, or by getting a physique rating below 40 out of 100 when inspected by an expert, inability to swim 75 feet over deep water, or obtaining a score for the organic efficiency test in the lower third. (Poorest third of group.)

II. **Restricted.** Failing to pass eleven or twelve of the fourteen items including two of the endurance items or getting a physique rating of 40, 50, or 60 out of 100 upon inspection by an expert, inability to swim 100 yards in deep water, or scoring in the middle third on the organic efficiency test. (Middle third in Physical Fitness).

III. **Satisfactory.** Passing thirteen or fourteen items including the three endurance items, scoring 70 or above out of 100 on physique as judged by an expert, ability to swim 100 yards in deep water, and scoring in the upper third in the organic efficiency test. (Upper third in Physical Fitness).

#### PERCENTILE SCORES FOR YOUNG MEN

Total Score	Frequency	Percentile Rating	Class
0	7	0	POOR (Deficient in Motor Fitness)
1	16	.34	
2	29	.85	
3	64	1.91	
4	76	3.51	
5	121	5.75	
6	143	8.75	
7	197	12.72	BELOW AVERAGE (Need improvement definitely)
8	217	17.32	
9	305	23.27	
10	403	31.33	
11	663	43.45	AVERAGE
12	798	60.10	
13	788	78.20	GOOD
14	565	100.00	SUPERIOR

N = 4392 Cases.

(Concluded on page 44)

A pictorial presentation of the motor fitness tests may be found on pages 42 and 43.

#### LIFE with "Towel Room Mac"



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Geo. McArthur & Sons, Baraboo, Wis.

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**OZITE GYMNASIUM MAT FELT**



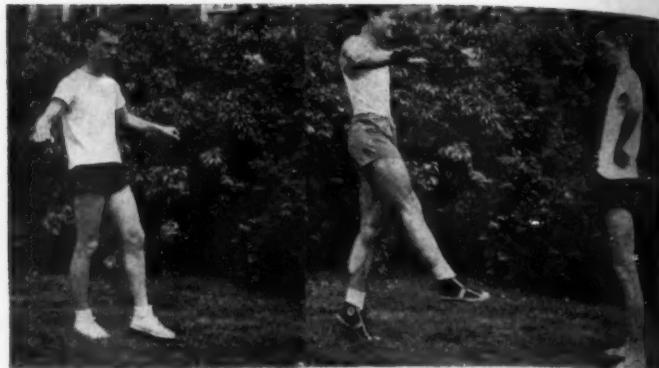
Gym mats stay softer, springier years longer when you specify fillers of Genuine OZITE Gymnasium Mat Felt . . . no "obstacle course" humps or bumps to bruise your boys. Absolutely safe, too, because this ALL-HAIR filler is felted without needles by OZITE Platen Process. Thicker and denser than ordinary fillers . . . OZITE Gymnasium Mat Felt outlasts many covers . . . insures perfect, comfortable protection. Laminated construction assures a flat, bumpless lie!

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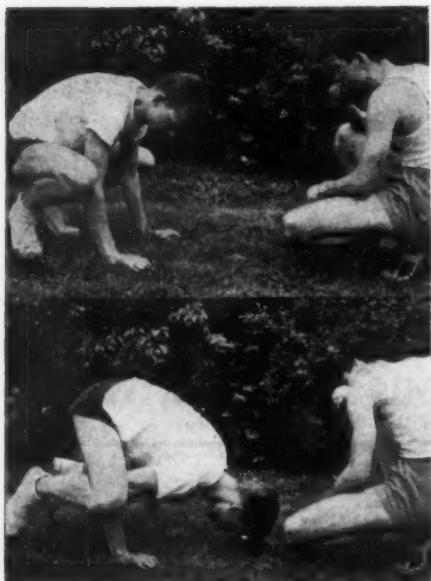
WRITE FOR THE NAMES OF CONCERN WHO CAN SUPPLY YOU WITH OZITE-FILLED MATS

# MOTOR FITNESS TESTS



Foot and Toe Balance

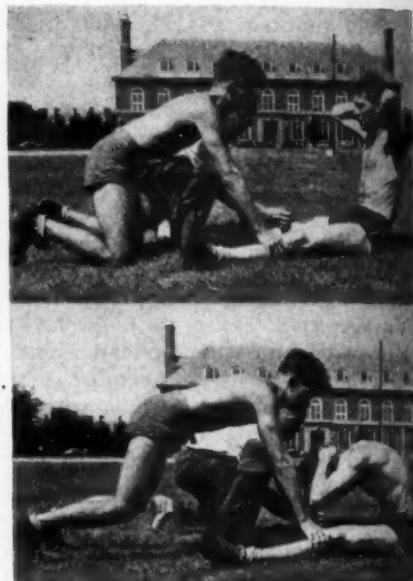
**Designed by Dr. Cureton (see pages 40-41)**



Squat Stand

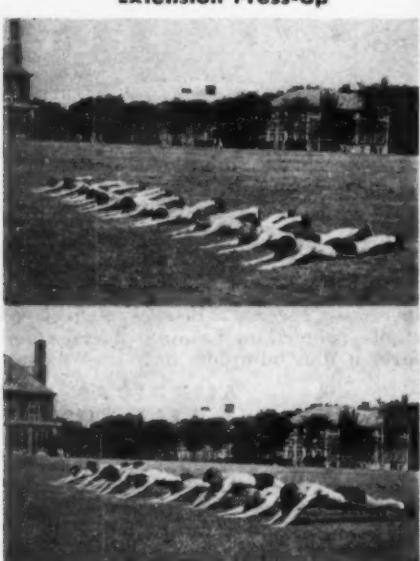


Trunk Extension



Trunk Flexion

Leg Lifts and Sit Ups

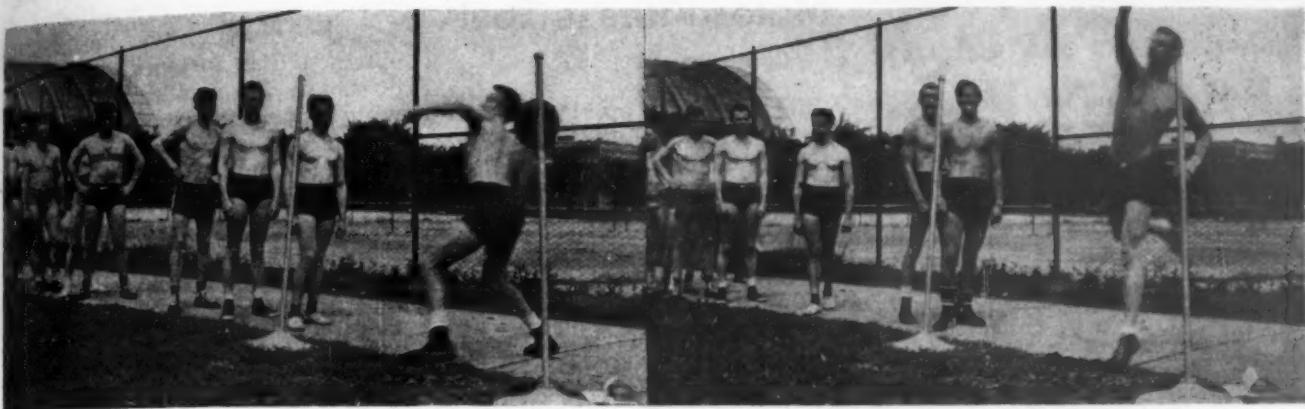


Extension Press-Up



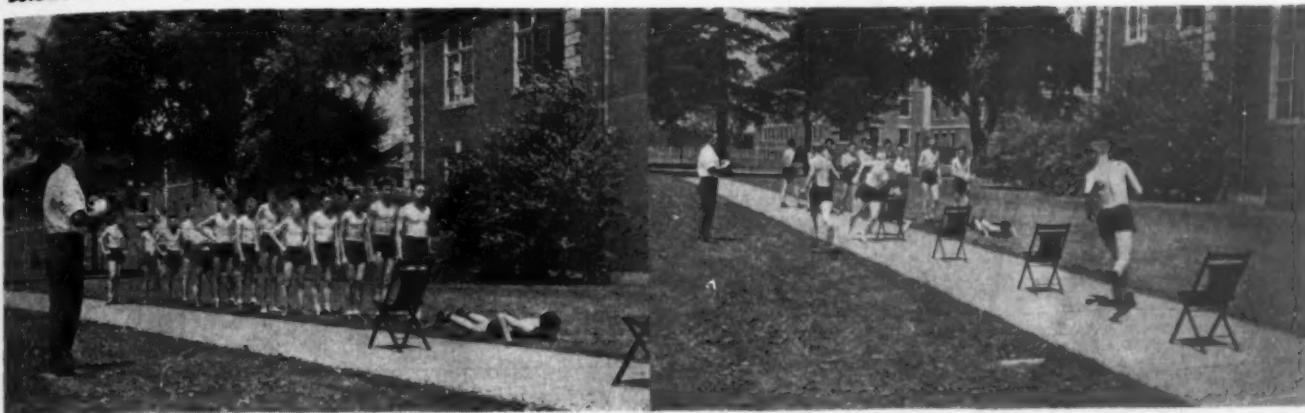
Man Lift and Let Down





Above: Medicine Ball Put

Below: Illinois Agility Run



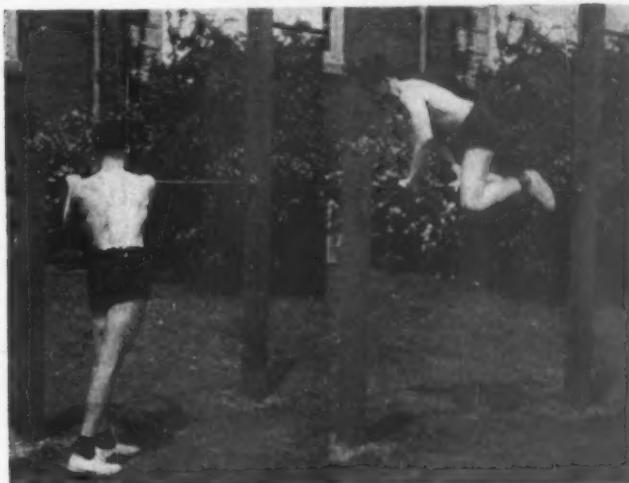
Below: Skin the Cat



Below: Chinning (Pull-Ups)



Below: Bar or Fence Vault



Below: Standing Broad Jump



**SAFE, SPEEDY CONTROL OF****Athlete's Foot**

Safe, speedy control of Athlete's Foot is made possible by Alta-Co Powder in strategically placed foot baths.

One pound to the gallon of water is deadly to all the different species of fungi commonly found in Athlete's Foot—deadly to the spores as well as threadlike forms.

Alta-Co Powder is non-irritating, inexpensive, does not damage towels. The strength of the solution can be quickly checked by use of the \$1.00 Alta-Co Tester.

Write today for free 36-page booklet on Athlete's Foot Control as carried out in schools and universities throughout the country using Alta-Co Powder.

**THE C. B. DOLGE COMPANY**  
WESTPORT, CONN.

For scientific Athlete's Foot control



**Alta-Co  
POWDER**  
**The C. B. DOLGE Co.**  
Westport, Connecticut

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Descriptive literature and price list gladly sent without obligation. Write today.

**MARBA  
SYSTEM**

425-31 NIAGARA STREET, BUFFALO, N. Y.

**Motor Fitness Test**

(Continued from page 41)

The test sheet provides an excellent basis for *Physical Education Guidance*. Those classified in the lower third (Basic) group should be assigned to physical fitness classes wherein they may follow a graduated syllabus of work and maintain records to show improvement in physique, organic capacity and motor fitness.

A workbook or folder may be used for the individual records. A card or profile sheet may be used for the summary of all tests and measurements. Talks, movies, and practical demonstrations by the instructors should supplement the exercises. As much of the work as possible should be done outdoors.

In a large program with many offerings in various types of sports and conditioning activities, guidance

into the most needed types of work will greatly improve the results obtained. For instance, those who do not swim should swim; those with under-developed physiques should get more apparatus work, medicine ball throwing, weight lifting, tumbling, boxing, wrestling, and heavy conditioning exercises; those who are too fat should get a great deal of endurance running directly and participate if possible in running games, such as, soccer, touch football, field hockey, and ice hockey.

Those in group III may be excused from required work in the Basic and Restricted classes and offered an advanced leaders' course. They should also be urged to participate in intramural and varsity sports.

Dr. Cureton's next article will cover activities for developing motor fitness, with accent on endurance and flexibility.

### SUMMARY OF PHYSICAL FITNESS STANDARDS (INVENTORY RATING FORM)

ASPECTS OF FITNESS	Estimate Your Rating by Encircling Right Number				
	Poor	Fair	Avg.	Good	Sup.
<b>A. PHYSIQUE:</b>					
1. Normal Weight—Not more than 10 lbs. over or under average weight for skeletal build and age.....	0	1	2	3	4
2. Normal Adipose Tissue—Not more than 1" (women) 3/4" (men) double fold of skin and fat on cheeks, arms, abdomen, waist, buttocks .....	0	1	2	3	4
3. Normal Body Type—Not extremely frail, soft and fat, nor extreme in proportions, and moderately well muscled.....	0	1	2	3	4
4. Chest Expansion—At least 3.0 inches.....	0	1	2	3	4
5. Vital Capacity—At least average for body type.....	0	1	2	3	4
6. Chest Girth (Expanded) Greater than Abdominal Girth (normal) by at least 5 inches.....	0	1	2	3	4
7. Muscles—Biceps, Abdominals, Glutei, Thighs, Calves: Hard and Well Developed Under Voluntary Contractions.....	0	1	2	3	4
8. Posture—Normal head, chest, spine, abdomen, feet.....	0	1	2	3	4
<b>B. ORGANIC EFFICIENCY:</b>					
9. Neuromuscular Steadiness—Hold full glass of water steady 30 s. at arm's length.....	0	1	2	3	4
10. Recovery from Dizziness—Walk 10' x 10' lane, 5 sec. after 10 turns around finger on spot.....	0	1	2	3	4
11. Step Test—At least average.....	0	1	2	3	4
12. Breath Holding After Exercise—30 s. after 60 s. run in place....	0	1	2	3	4
13. Pulse Ratio—Score 2.5 after 30 step/min. exercise.....	0	1	2	3	4
14. Schneider Index—Score in the 12-18 range.....	0	1	2	3	4
15. Medical History and Inspection—Satisfactory rating by doctor..	0	1	2	3	4
<b>C. MOTOR FITNESS:</b>					
16. Ability to Swim—100 yds., any combination of strokes.....	0	1	2	3	4
17. Motor Fitness Screen Test—Men's Test—at least average.....	0	1	2	3	4
18. Pick-up and Carry—Partner at least equal of own weight; 100 yards .....	0	1	2	3	4
19. Mile Walk and Run—10 min. (or 1000 hops, varied).....	0	1	2	3	4
20. Foot Exercise—Hop 1000 times on toes.....	0	1	2	3	4

WHAT IS YOUR SCORE?				
Poor (Below 60)	Fair (60-69)	Average (70-79)	Good (80-89)	Superior (90-100)
<input type="checkbox"/>				

Date \_\_\_\_\_ Score \_\_\_\_\_ % Fit \_\_\_\_\_

# ADAPTING INTRAMURALS TO WAR-TIME NEEDS

By Irv Christenson

Irv Christenson, former director of physical education and intramurals at Tipton, Iowa, Junior High School, is now director of physical education and athletics of the Park Rapids, Minn., Public Schools.

**T**HE vital need of our nation for physically fit youth, both on the civilian and military fronts, poses a school problem that demands a quick and positive solution. Most schools have been allocating more time to their physical education classes. But helpful though this step has been, it has not provided the whole answer.

Three or five hours of physical education a week may produce a certain degree of physical fitness, but it cannot develop a strong competitive spirit, which, in these times, is nearly as important. A good competitor on the sports field usually makes a good fighter on other fields.

To develop this spirit, we must provide sports participation for all. Since most boys do not play varsity ball, the opportunity must be presented in the intramural program. The question of leadership immediately arises.

### Student leaders

With the shortage of trained physical educators, the development of an intramural program is much more difficult than it was in the pre-war days. Perhaps the most satisfactory solution to this problem is the use of student leaders. Many such leaders are available, and with proper encouragement and guidance, they can contribute enormously to the success of the program.

Most schools have upper classmen who have served under capable coaches and who have assimilated considerable sports knowledge. While they may not own all the qualities of ideal leaders, they possess enough to warrant their use in the intramural program.

Considerable time must be spent in outlining the program and exchanging ideas with these leaders. They will be the hub around which the program will revolve. As such, they should be made to realize the full import of their responsibilities.

Have them feel that is is a broad all-round athletic program you want, one that includes a variety of

To develop a strong competitive spirit, the program must provide sports participation for every student

both team and individual activities. Once the leaders get a clear idea of the program and its objectives, you are ready for the selection of intramural teams.

At Park Rapids, we use the athletic club idea. It has proven very successful through the years. It gives every boy—the handicapped as well as the sound—an opportunity for competition.

### Picking the clubs

We use a system of selection that eliminates grade distinction. The leaders (or managers, as we call them) pick the clubs. From the class lists, they choose the seniors, then the juniors, and so on through the other classes. In this way, each club has an equal number of representatives from each class.

To maintain contact with all classes, each manager appoints a leader from each class. These assistants contact members and inform them as to the games or tournaments scheduled for the day and week, special meetings or practice sessions and any other club plans. In other words, the manager develops a leaders corps within his own club that will help him build a more closely knit group.

The manager has complete responsibility for the development of his organization. He arranges his own meetings and fixes responsibilities for his assistants as he sees fit. Through this plan, the assistants gain valuable experience that will qualify them for more responsible positions as they go along.

Since every boy in school is on an athletic club, every boy has an equal opportunity for participation. Many boys need only the encouragement from their leaders to transform them from passive to active athletes. Some of them will be competing for the first time. Too many intramural organizations provide sports opportunities for only the skilled. As a consequence, many boys who, though good possibilities, lack the courage to "sign up."

One of our duties, as directors of the program, is to teach these boys enough about the games in physical education classes to awaken a spark of interest. After that, regular competition in intramurals will help maintain interest and develop skill.

Every intramural program, to be successful, must provide a good variety of activities. A boy with little interest in basketball may have a hankering to play hockey, volleyball, or to box and wrestle. It is only fair that they be given this opportunity.

At Park Rapids, we start our winter program with hockey and basketball. The boys are provided with adequate equipment, for, if a sport is to attain maximum success, the necessary equipment must be available. Where this is impossible, the boys should be encouraged to provide their own equipment. As a rule, however, this is a bad practice; it discourages many of the boys who need the activity most.

We are stressing boxing and wrestling as individual activities mainly because of the qualities they develop. However, we also offer activities of a less strenuous nature such as table tennis, horseshoes, badminton, etc.

Another factor essential to the success of an intramural program is frequent participation. You cannot maintain interest if you schedule competition only once a month. A boy should compete at least once a week. Otherwise his interest will wane rather than grow. In the individual activities, which require only one or two participants, more frequent competition may be arranged.

### The officiating problem

To assure steady activity, you must solve the problem of capable officiating. Since the intramural director must supervise the program, it is unwise for him to do the officiating. Student leaders may be trained to do the job well. In fact, with proper direction, they usually handle the job more satisfactorily, at least as far as the participants are concerned.

The fact that they have an occasional dispute does not mean they are failing. It is far better to have them settle such a dispute, than to have the participants leave the game feeling that the director has been high-handed and unfair. With good student officials, the boys at least have the satisfaction of knowing they have been judged by their "own."

Ordinarily, an intramural pro-  
(Concluded on page 47)

# RIFLE TOURNAMENTS

## NATIONAL • SCHOLASTIC • INTRAMURAL



HERE is a bull's-eye hit for your rifle program—an intramural tournament run by you wholly within your school. There is no obligation, no red tape. All you do is fill out the coupon—we send the awards, draw charts and other helpful materials. The program is designed to promote the art of shooting, so essential in these times. So important is this training considered that a limited supply of .22-calibre rifles and ammunition has been made available for organizations conducting accredited, supervised programs.

**APPROVED by the NATIONAL RIFLE ASSOCIATION**

SCHOLASTIC INTRAMURAL RIFLE TOURNAMENTS  
220 E. 42 St., New York, N. Y.

Please enroll my school and send the awards, drawchart and tournament instructions. We will have a boys' tournament \_\_\_\_\_; girls' tournament \_\_\_\_\_ starting date \_\_\_\_\_

My name \_\_\_\_\_ Faculty position \_\_\_\_\_. I am a qualified N.R.A. instructor \_\_\_\_\_. (check). I wish to become a qualified instructor. Please send me the training course outline and study manual \_\_\_\_\_. (check). I would appreciate help from the National Rifle Association in finding a properly qualified instructor in my community \_\_\_\_\_. (check).

Send information on how rifles and ammunition may be obtained \_\_\_\_\_.

Name of School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Enrollment of School: Boys \_\_\_\_\_ Girls \_\_\_\_\_

### REGULATIONS

If your school has a rifle club, fill in the coupon below. The awards, drawchart and tournament instructions will be mailed to you before the date of your tournament.

If you wish to have a tournament but do not have a qualified instructor on your faculty, fill in the name of the man who would like to become qualified. He will receive the training course outline and study manual, and other necessary materials for becoming a certified instructor. If he has had any shooting experience, it would be well to include this in a letter.

There may be a qualified instructor in your community who is not a member of your school faculty. If you would be interested in having such a person supervise your tournament, indicate this in the coupon and the National Rifle Association will check to see if one is available in your community.

The awards, tournament drawcharts, and other materials will be sent to your school as soon as we are notified that a qualified instructor is available to supervise your students' rifle instruction and tournament.

If the number of students qualifying for your tournament is so large that you wish to run your tournament in sections, indicate this in the coupon and we will send awards for the winner of each section.

Details on how to obtain .22-calibre rifles and ammunition may be secured by checking the respective coupon listing.



This is the award for boy and girl winners of your tournaments. It is a brassard 3½ inches in diameter whose design and lettering are embroidered in silk on a heavy felt base. The colors are red, gold, and dark blue.

## Wartime Intramurals

(Continued from page 45)

gram needs some sort of motivating device. But in times such as these, this is not necessary. Our boys are clamoring for competitive sports. If a point system is used, it should stress wide participation. A boy should be given credit for every game in which he engages. In that way, a club which uses a large number of players earns more credit than one that wins all its games by using only a few of the better players.

Few schools have ever bothered to sell their intramural programs to the public. Most schools haven't had the "merchandise" to display; others have refrained out of respect for the varsity program. Nowadays, with the curtailment of interscholastic sports, a school may find intramural nights a profitable venture.

Short intramural basketball games may be scheduled with every club participating. Boxing and wrestling exhibitions may be put on between halves as well as table tennis and badminton competition. In short, your intramural program may be used as a substitute for cancelled varsity schedules, with the public being let in on the fun.

While intramurals cannot replace varsity sports, both have their place in every school. Most boys will never get the chance to receive direct, specialized coaching, but all can reap the benefits "second hand" — through intramurals. Leaders with athletic ability and experience may well serve as "go betweens," carrying knowledge from the coaches to the entire student body. Such a program will go a long way towards preparing our boys for whatever competition awaits them in the future.

Only the high school level has been mentioned in this article. A really successful program, however, depends largely upon our junior highs. If junior high boys are given adequate athletic opportunities in intramural programs, they will serve as a solid foundation for a co-ordinated program during the rest of their school days.

We have undoubtedly made many mistakes in the past which we must correct and profit by. And, while we are planning to meet today's needs, we must build a program for tomorrow that will fit our boys for any emergency that may arise 10, 20 or 30 years hence. Our plans should be formulated with one eye on the present and the other on the future.

In all correspondence identify by SCI



### STRONG • DURABLE • SAFE

#### UNIVERSAL PORTABLE BLEACHERS

Regularly furnished in sizes 2 to 33 rows, these stands of dense, full structural grade lumber, with all clear seat and foot boards, are equal in strength but much less expensive than other types. Their design avoids intricate parts and eliminates all castings. Bolts through the edges at both ends of all sleepers, stringers, seat and foot boards prevent splitting. Seat and foot board brackets are steel securely bolted to stringers. A steel shoe bolted to the sleeper forms a socket for the metal clad nose of each stringer. (Fig. 1), loading the stand makes this joint more rigid. An optional feature is the Universal Seat Board Connector which eliminates lap joints, adding safety and strength, (Fig. 2). These connectors are removable, permitting the boards to pile flat for shortage. We also make Grandstand Type seating, providing isles when needed.

Write us direct for full details.

UNIVERSAL BLEACHER CO., P. O. Box 335, Champaign, Illinois

1.



2.



### ORDER AN ELECTRIC BASKETBALL SCOREBOARD NOW

WHILE A LIMITED SUPPLY LASTS

Write for free literature

CEDAR KRAFT COMPANY  
GRAND HAVEN, MICHIGAN

### - TRAMPOLINING -

America's Newest Sport — New Workout Pleasure — Fascinating — Body Building — Develops Co-ordination and Control. Adopted By Educators. Write for

"TIPS ON TRAMPOLINING" — FREE

GRISWOLD & NISSEN  
1807 2nd Ave. SE Cedar Rapids, Iowa

## SCHOLASTIC COACH MASTER COUPON

After checking carefully items desired, this coupon may be sent directly to Scholastic Coach advertising department, 220 East 42nd Street, New York 17, N. Y., from which point the advertiser will be notified of the request.

#### ALCOHOL EDUCATION (23)

- Poster, Six Famous Coaches on Rule No. 1 How many?

#### AMERICAN HAIR & FELT (41)

- Names of Firms Who Can Supply Ozite-Filled Mats

#### A. S. BARNES CO. (27)

- Catalog, Sports and Conditioning Books

#### BECTON, DICKINSON (36)

- Ace Athletic Manual
- Uses of Ace Adherent

#### BIKE WEB (17)

- Information on Athletic Supporters

#### CEDAR KRAFT (47)

- Information on Scoreboards

#### CHAMPION KNITWEAR (48) HILLIARD CO. (39)

- Information on Shirts, Insignia, Caps for Victory Corps
- Catalog on Floor Treatment and Maintenance
- Basketball Chart and Score Book

#### CONVERSE RUBBER (19)

- Basketball Year Book
- Converse-Dunkel All-Star Basketball Rating and Forecast

#### DENVER CHEMICAL (37)

- Handbook, "Athletic Injuries"

#### EAGLE METALART (35)

- Catalog on Medals, Cups, Trophies, Badges, Sport Emblems

#### P. GOLDSMITH SONS (2)

- Football Catalog

#### GRISWOLD & NISSEN (47)

- Booklet, "Tips on Trampolining"

#### LINEN THREAD

- (Inside Front Cover)
- Catalog on Sports Nets

#### A. MAMAUX & SON (35)

- Information on Gym Mats

#### MARBA SYSTEM (44)

- Literature on Reconditioning Athletic Equipment

#### GEO. McARTHUR (41)

- Free School Towel Plan

(Numbers in parentheses denote page on which advertisement may be found)

**ON PAGE 48 OPPOSITE THIS SPACE ARE OTHER LISTINGS AND FORM FOR SIGNATURE**

# T shirts

for Physical Education

## in the new H S V C program

Equip your classes with this sport shirt as the standard uniform.

STYLE #82QS. SIZES: S-M-L

Shirt complete with letters only, HIGH SCHOOL VICTORY CORPS in royal blue color, price \$6.00 per dozen. Space in center for Divisional insignia, which are priced below, and can be sewed on by customer.

HSVC official insignia for all divisions. No. 1 (General Membership) 1c each. No. 2-6—4c ea. (Champlain craft emblems Nos. 2-6 have simulated felt effect.)

HSVC official cap — overseas style. Size—Medium only. Color—Gray. Price: 10c each. Terms: Cash with order or COD.



**CHAMPION KNITWEAR CO., ROCHESTER 4, N. Y.**

### SCHOLASTIC COACH MASTER COUPON

(See page 47 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

#### NATIONAL SPORTS (14)

Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers

#### PENNA. SALT (7)

Sample, "Tilite"

#### PETERSEN & CO. (35)

Catalog on Gym Mats and Football Dummies

#### J. E. PORTER (35)

Catalog on Gymnasium Equipment

Complete Victory Corps Information

#### RAWLINGS MFG. CO. (29)

Football Catalog

#### REMINGTON ARMS (33)

Booklet on Operation of Rifle Club

#### RIFLE TOURNAMENTS (46)

See p. 46 for Entry Blank

#### SPALDING & BROS. (1)

Babe Ruth's Questions and Answers Booklet How Many?

#### UNIVERSAL BLEACHERS (47)

Catalog

#### U. S. RUBBER (4)

"Football" Bulletins No. 1 & 4

#### "Physical Fitness" Bulletin No. 5

How many for Staff and Student Leaders? (Quantity Limited)

Conservation Poster

#### VOIT RUBBER (31)

Catalog on Rubber Balls

POSITION.....

(Principal, coach, athletic director, physical director)

NAME.....

POSITION.....

(Principal, coach, athletic director, physical director)

SCHOOL..... ENROLLMENT.....

CITY.....

STATE.....

No coupon honored unless position is stated

October, 1943

## Straight Shooting

(Continued from page 36)

lay up a dead ball. English is for the grandstanders. If the shooter jumps and extends his arm properly, the ball should not travel more than a foot before striking the board.

The competitive angle may be played up as a means of improving layup shooting in practice drills. We try to see how many shots can be made without a miss. I often have the players count their shots. As soon as a boy racks up 25 straight, he goes to the other end of the floor, which we call "Champion's Row," and works on individual offense. Every player must make 25 in a row before he can leave the drill. As each wants to be first to finish, he will take pains with his shooting.

### One-hand shot

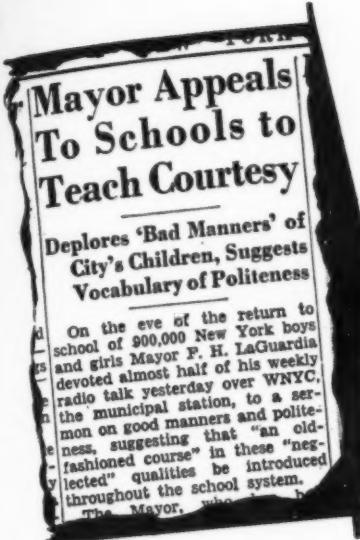
The one-hand shot, which is coming more and more into popular favor, is an effective weapon against both a man-to-man and a zone. The pivot circle is a vulnerable spot in the zone for a one-hand shot. Against a man-to-man, the circle may be opened up for the shot with simple screening tactics. A moment's freedom is all a boy needs to get the shot off. With practice it can become a deadly weapon. I spend at least 15 minutes a day on the drill on page 36.

In practicing this shot, the boy is impressed with the importance of taking his last step before jumping directly toward the basket. This eliminates the tendency to shoot while going away from the basket. Height is essential; with good height the shot is almost impossible to block without fouling.

Last year I was fortunate in having a left-handed forward on one side of the court and a right hander on the other.

I have found the shot charts very helpful in raising the shooting average of the team. About twice a week a manager charts the shots taken, made, and missed in scrimmage by each player.

After the scrimmage, the statistics are read to the players. Showing them in black and white exactly what they are doing makes them conscious of where they shoot from and how they shoot. The team takes new interest in its shooting and a form of competition is encouraged to see who compiles the best average. Sometimes the fellow with the poorest average buys a milkshake for the high man.



Clipped from the N. Y. HERALD TRIBUNE

You can help solve the problem mentioned in this clipping by introducing "Hi There, High School" to your students.

#### CONTENTS OF NEW FRESHMAN HANDBOOK "Hi There, High School"

##### ON THE BEAM.

The right way to approach high school; school and class spirit.

##### THE TRAFFIC SYSTEM.

Rules for corridor traffic; warnings for hit-and-run drivers and "road hogs."

##### TENSHUN!

Classroom courtesy; student-teacher relationships.

##### COME AND GET IT.

Cafeteria manners.

##### THE ASSEMBLY LINE.

Manners in school assembly, at school concerts and plays.

##### QUIET, PLEASE.

Use of the library; making study hall count.

##### PROPERTY RIGHTS.

Respect and care of school property, lockers, classroom equipment, and campus.

##### HEADS-YOU WIN!

How to study; choosing school courses; part-time jobs.

##### CHEERS FOR THE TEAM.

Sportsmanship from the sidelines and on the team.

##### GET IN THE SWIM!

Participation in extra-curricular activities; serving on committees.

##### PARTY POLITICS.

Manners at school parties and dances.

##### REPRESENTATIVE-AT-LARGE.

Student conduct in public: street, bus, movie and soda-shop manners.

##### BEST FOOT FORWARD.

Personal appearance and personality; making friends.

##### THE FOLKS BACK HOME.

Home life; family cooperation and fun.

## Every NEW High School Student SHOULD READ THIS BOOK

# "Hi There, High School!"

#### THE NEW STUDENT HANDBOOK FOR:

- ★ High School Freshmen
- ★ Students from Junior High School
- ★ Junior High School Freshmen
- ★ High School Sophomores



Here's a freshman handbook that tells the new student just what he or she wants to know . . . written in the student's own language . . . the kind of thing freshman assembly programs just can't provide.

We showed the manuscript of this student handbook to a number of teachers before we published it and asked for their suggestions and criticisms. A few constructive suggestions were offered and are incorporated in the book. But what impressed us most was the fact that they all were enthusiastic about the book, said it would fill a longfelt need.

★ ★ ★ ★

#### A FEW FACTS ABOUT THIS BOOK:

##### The Contents



Breezy illustrations like this insure student interest in every chapter.

##### The Author



It's written by Gay Head who writes SENIOR SCHOLASTIC'S most popular weekly student feature—*Boy Dates Girl* . . . Gay Head received more than 5,000 letters from high school students last year . . . She's talked before thousands of high school students and really knows her audience.

##### The Size



It's handy pocket size—fits into boy's pockets and girl's handbags—they'll keep it handy all the time—72 pages of information they want to have—just 3½" x 6"—has room for student to fill in his program, locker number, etc.—very attractive green cover and lots of bright illustrations inside.

#### SCHOLASTIC BOOKSHOP

—Service Division of SCHOLASTIC MAGAZINES—  
220 East 42nd Street, New York 17, N. Y.

SC-10-43

I enclose \$\_\_\_\_ for \_\_\_\_\_ copies of your new student handbook "HI THERE, HIGH SCHOOL." Send them postpaid to:

Name \_\_\_\_\_

School \_\_\_\_\_

Street address \_\_\_\_\_ P. O. Zone No. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

**Only 15¢**  
a copy in quantities of  
10 or more

Order a copy for every new student

**USE THIS HANDY  
ORDER COUPON**



The above illustration is taken from the new OBSERVER cover. The IVORY SYSTEM OBSERVER is published each month during the school term and contains much valuable information concerning the "Care of Athletic Equipment in Wartime". The OBSERVER is yours for the asking if you are in any way connected with the administration of an Athletic Program in your School or Military Organization.



PEABODY, MASSACHUSETTS